A SELECTION OF ACTIVITIES FOR CLASSES AND GROUPS OF SECONDARY SCHOOL AGE

Extending Peaceful Relationships

PUBLISHED BY THE NEW ZEALAND FOUNDATION FOR PEACE STUDIES (INC) AS A CONTRIBUTION TO THE UNITED NATIONS YEAR OF PEACE 1986

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A selection of activities for classes (and groups) of secondary school age.
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Published by
The New Zealand Foundation for Peace Studies (Inc)
C.P.O. Box 4110, Auckland, New Zealand

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Foreword

E nga mana, i nga reo, tena koutou katoa

It is timely that, as the United Nations International Year of Peace draws to its close, the New Zealand Foundation for Peace Studies should produce this publication.

Extending Peaceful Relationships is a successor to *Learning Peaceful Relationships*, a compendium of ideas which many primary school teachers have found useful. This new volume brings together an interesting selection of ideas and activities from which teachers of secondary school students can develop classroom programmes. It offers, too, some thought-provoking material to help teachers to consider their own methods and attitudes, as well as ideas about fresh ways of working.

There are many areas of the curriculum where peace studies can be integrated. The ideas in *Extending Peaceful Relationships* provide some starting-points for a range of such studies.

I appreciate both the energy and initiative of the compiler and the dedication of the Foundation. I commend this book to your attention.

Ma te kaihanga tatou e arahi

The Hon Russell Marshall

Minister of Education

Preface

The New Zealand Foundation for Peace Studies is pleased to present this book as a further contribution to the United Nations International Year of Peace.

In doing that, I pay particular tribute to the work of Jim Chapple who has been largely responsible for collecting material in this volume. His energy, enthusiasm and commitment to the task have enabled us to present this work to the New Zealand public. Jim has been most ably assisted by a team of artists and graphic designers which was co-ordinated by Alison Swan and included Vanya Lowry and Janet Galloway. The Foundation office staff have provided back-up assistance as and when required. We also need to express our gratitude and appreciation for the work done in "trialling" draft copies of the book, which was undertaken by teachers and students in a number of New Zealand secondary and tertiary institutions, and whose comments have been of great value in the editing of the final copy. There has been a growing understanding in recent years of the real nature of peace. One UNESCO document says:

"Peace cannot consist solely in the absence of armed conflict, but implies principally a process of progress, justice and mutual respect among peoples designed to secure the building of an international society in which everybody can find their true place and enjoy their share of the world's intellectual and material resources".

With this widening understanding of the nature of peace has come a desire to ensure that society at all levels enshrines and commends such values. Much is rightly made of New Zealand's anti-nuclear policy on the world scene, but we must ensure that our society mirrors these broader international concerns for peace with justice. And so our schools, where our young people spend their formative years, are recognising their role in fostering peaceful relationships. These begin with personal self-esteem, trust and mutual understanding and lead on to a development of skills in conflict resolution and an understanding of the causes of conflict between groups and between nations.

The recent Defence Committee of Enquiry and the associated poll showed there was widespread support for the teaching of Peace Studies. Eighty one percent of the sample surveyed supported the introduction "of studies in New Zealand primary and secondary schools which look at the causes of war and ways of preventing them".

This book, following on the most successful and frequently reprinted *Learning Peaceful Relationships*, takes a wider brief, but its benefits will only be felt if it gains its due acceptance and use throughout New Zealand.

I commend it warmly to people working with people at all levels throughout the country.

Brian Davis

President, NZFPS

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Frances Palmer and John Buckland, both of Auckland, provided resource material and professional expertise.

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The book was designed by Alison Swan. Artwork was contributed by Janet Galloway and Vanya Lowry. The cover was designed by Carin Townley.

We also wish to convey our appreciation and gratitude, for grants made towards publication costs of this book, to the following:

The United Nations International Year of Peace 1986 Aotearoa Committee

The Winston Churchill Memorial Trust (special United Nations International Year of Peace 1986 Award).

The New Zealand Department of Education

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The material included has been collected from many sources, both local and international, too many to acknowledge individually. We record our recognition and express our gratitude to all those sources, whether they be identifiable or not.

Original material in the book is not copyright and teachers are very welcome to re-print, photocopy, or adapt it any way that meets their specific needs.

How to Use This Book

Selecting an activity
Think about what is appropriate for your group and the individuals in it. Some questions that it may be helpful to ask yourself are:

1 What do I want to accomplish in this group? How will this activity help?

2 Is the activity suitable for the level of trust in the group at the present time? Is it too threatening?

3 Is the activity open-ended enough to allow for individual expression?

4 Do I need to adapt the activity to the age group with which I am working? If so, how?

5 Do I feel comfortable with affirmation? How can I become more comfortable with it?

Presenting an activity
Explain the importance of affirmation and the reasons for doing an affirmation activity. We all deserve an explanation of why we are asked to do something. The theory of affirmation and put-downs can be explained and understood by almost any age. When our explanations have been adapted to the language and experience of the age group, we've found that pre-schoolers through to adults can easily understand. Moreover, given an explanation of affirmation, they are more willing to give it a try.

Explain the activity thoroughly before doing it, especially if it is new to the group. If needed, repeat the instructions as you proceed to each part of the activity.

Keep these things in mind
1 Security ... students should be encouraged to present the widest range of ideas without fear of abuse from fellow students.
2 Students must be spared embarrassment for unpopular views, and must not be subjected to any humiliation.
3 Students must be respected for the competence they bring to the understanding of peace.
4 The spirit of group solidarity that comes from co-operative working procedures must be fostered.
5 The work students do must be useful ... able to be shared with others.
6 There must be creativity ... students should be encouraged to enrich peace studies with art, music, theatre, crafts etc.

NOTE: 3 VERY IMPORTANT POINTS

1 **Excitement.** Students should be challenged to make peace and everything connected with it, as exciting a proposition as war educators and war propagandists have always made war.

2 **Hope.** The work must be surrounded with an optimistic spirit and students empowered to resist doomsday and apocalyptic approaches to peace. Humour as always is an important tool for achieving positivity against the odds.

3 **Peace is fun.** You and your students will enjoy sharing these exercises.

Finding things quickly
The eight sections of the book are colour-coded for your convenience. (See Contents).

"The training of up-coming generations in the ideals of international peace, understanding, and co-operation, is a task for society as a whole, but school at its different levels plays an especially significant part, because of its contribution to forming the individual's personality."

United Nations Conference for Educators, 1978

"We can best help you prevent war not by repeating your words and your methods but by finding new words and creating new methods."

Virginia Woolf

"Mere praise of peace is easy but ineffective. What is needed is active participation in the fight against war and everything that leads to it."

Albert Einstein

Introduction

In 1979 the publication *Learning Peaceful Relationships* was created as a resource for teachers and parents working with children from the early childhood level through to Form II.

Seven years later *LPR* is still in demand. Over 7000 copies have been printed. Its use with children, the consumers, has proved beyond doubt that exciting changes in attitudes and behaviour, as well as an enhancement of learning, can be achieved.

There has been widespread demand for a comparable resource for use in secondary schools.

The activities that follow give students a better understanding of themselves, improve ways of sharing and communicating, examine conflict, dispute and violence, and explore options for re-solving those problems non-violently. Other exercises look at ways of fostering co-operation and harmony at personal, local, national and global levels.

The NZ Foundation for Peace Studies presents this book in response to the unanimously affirmed United Nations resolution that:

"Governments and non-governmental organisations are urged to take steps to develop programmes of education for disarmament and peace studies at all levels".

from the Final Document of the U.N. Special Session of 1978

The Foundation affirms the view that such programmes must begin with young people before they have absorbed negative attitudes and closed their minds to more constructive, peace-building ways of behaving.

This book is not, and makes no claim to be, a comprehensive structure/outline for any Peace Education programme. It does, however, offer tested and successful practical activities which are starting points for any teacher wishing to introduce the concepts of Peace Education into her/his classroom.

A number of teachers trialled the activities and exercises in the second term of the 1986 school year. Their comments, and responses from students, have helped enormously in the final editing.

The most important factor in the success of any peaceful relationships programme is a co-operative, caring and supportive school, staff, classroom, and group atmosphere. The work itself helps to promote this, but the philosophy of focussing on all those things which build self-image and self-esteem is of crucial importance.

The activities set out can be altered, extended or varied in any way that fits a teacher's needs or the needs of any age group. All can be incorporated into one or the other of the school curriculum areas.

Ten Questions to Ask

1 Local/Global
Are students learning about issues of peace and conflict at a variety of scales ranging from the personal and immediate to the global and long term? Are the concerns of the planet considered as well as those of individuals, groups and other species?

2 Analysing Conflicts
Are students learning to analyse the constituent parts of any conflict: the historical background, the present situation, the actors and their expectations? Is it clear what each party has to gain and what power each has?

3 Resolving Conflicts
Are students being encouraged to explore a range of possible solutions to any conflict situation, including non-violent solutions? Is it clear who would benefit in each case?

4 Violence
Are students looking at the different causes of violence as well as its everyday manifestations? Are examples of both direct personal violence and indirect structural violence being considered?

5 Aggression
Are students learning about the nature of the debate over aggression? Is it made clear that aggression may be culturally learnt and not biologically determined, that some societies are non-aggressive?

6 Non-Violence
Are students learning about the philosophy and practice of non-violence in everyday life and as a tool for social change? Are the advantages as well as the difficulties of this approach made clear?

7 Co-operative Skills
Are students encouraged, and given the opportunity, to learn co-operative skills? Are they given the chance to practice these skills in a range of small group activities and situations?

8 Welfare and Justice
Are students learning that any definition of peace must also embody a commitment to human welfare and social justice e.g. in relation to gender, race and class? And that these have global as well as personal implications?

9 Preferred Worlds
Are students encouraged to visualise and plan both personal, local and national futures which embody their preferred worlds? Are they also learning how to explore the routes to such worlds?

10 Medium and Message
If the medium really is the message ... 'there is no way to peace, peace is the way' ... how is this expressed through appropriate teaching/learning methods? Is this also clear in the classroom climate and the ethos of the school itself?

From: Centre for Peace Studies, St Martin's College, Lancaster, England.

I. Developing a Positive Self Image

"The child must first learn self-respect and a sense of dignity that grows out of her/his increasing self-understanding before she/he can learn to respect the personalities and rights and differences of others."

Virginia M. Axline *In Search of Self*

Developing a positive self-image

The ingredient for success in this section is the creation of an open, caring environment. The desired atmosphere is one in which suspicion, defensiveness, hostility and anxiety have disappeared. A tall order!

Students must be involved from the beginning in creating their physical environment, the physical setting in which they learn. They have to take part in decisions about content, sequence of activities, and even study methods. These may be affected at times by school policy or course limitations, but those influences must be confronted honestly and positively dealt with.

Young people also have a stake in the emotional environment of their classroom. Teacher and student should sit down together and freely discuss co-operation and competition, trust and fear, open-ness and deceit, hostility and friendliness and so on. These processes help create climates that foster total pupil growth.

Four teacher behaviours that bring such climate into being are:

- accepting pupil contributions without judgement
- maintaining a you-can-do-it attitude
- listening, listening, listening
- being, in all ways, a friend

The question is often heard, "Won't all this wishy-washy clap trap detract from the need to get on with other more important learning like 'the basics'?" The research literature now indicates that all learning is enhanced when self-esteem increases. Indeed, the picture is emerging that high self-esteem is a more significant determinant of whether or not a child is learning to her/his potential, than the old I.Q. measurement.

Use the following activities with discretion. If you have a group with little or no experience of the circle discussion/sharing format and practices, it would be useful to establish the patterns. (see Section 2 ACTIVITIES ONE-FIVE). The skills of encouragement and affirmation, finding good and admirable qualities in another person, need to be built. They can be applied to everyone, since it is possible to find special good qualities in all of us.

People need a sense of power and goodness, especially when dealing with difficult situations in their lives, and affirmation provides this, helps us to think clearly and gives us the confidence to take creative action. Affirmation helps us all to look for different ways of dealing with conflict, to avoid destructive reactions such as fighting back, freezing and not acting at all or running away.

Finally, the teacher must have an affirming *attitude*... affirming activities alone are not enough. Don't be afraid to add exercises of your own. ***Invent...Create...Adapt.***

ACTIVITY ONE

My Journal

Building up an autobiography is a good exercise for secondary school students, especially in English classes. One way to approach such an effort is to break it up into smaller components. Here are examples for individual work assignments that, when brought together, can begin to create an autobiography.

1 Have students draw a sketch floor plan of the house/apartment they live in. If they have lived in more than one, include the one before the present dwelling. When the

drawings are done, form groups of three or four. Ask each student to take the others on a guided tour through one house, describing rooms, the furniture, where they used to play, sleep, hide, study, watch TV etc.

2 Ask students to list their heroines/heroes when they were in Form I and II. Who were their friends then? Talk about any friend they have lost that they feel regret about. Are any older friends still their friends now?

3 List three–four people that they think have been most influential in shaping their lives so far, or influenced their present opinions. Ask them to try to explain why each person named made such an impression.

4 Ask them to record five or six very special events that have stuck in their memories... both good and bad and state how they feel these events affected them at the time. How do those memories affect them now?

5 As the year progresses, provide opportunities to add to the Journal.

ACTIVITY TWO

The Gesture Name Game *(a circle activity)*

See Page 14 if you are unfamiliar with Circle Group Activity work.

A physically active game which, as well as being good fun, is a good way of introducing people for the first time. A circle is formed and each person in turn makes rhythmical gestures while saying their name at the same time. The syllables of the name should go together with physical movement. e.g. Sally Porter might pull one ear for Sal-, the other ear for -ly, and then clap her hands behind her back for Por- and out front for -ter. Then the entire group repeat her name with the accompanying gestures. Thus all the group is introduced and every member says all the names in a very lively way.

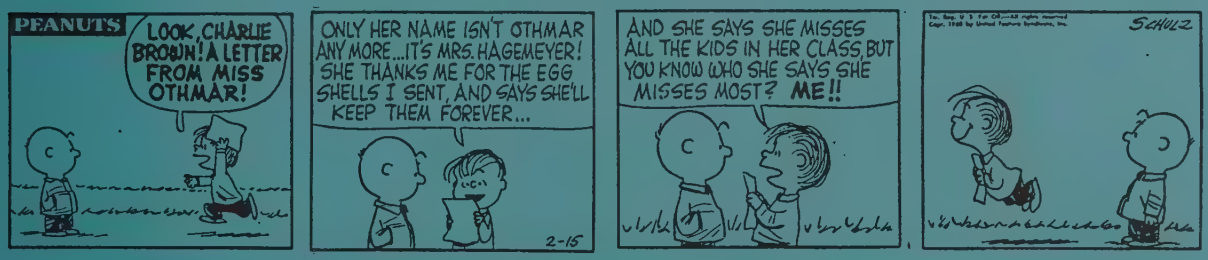
ACTIVITY THREE

What I'd Be

For this you'll need enough prepared sheets of paper to give a copy to each classmember. Pencils/pens also needed.

The sheets will have the following sentence starters on them: (devise others if you wish)
If I were a colour I'd be ...
If I were an animal I'd be ...
If I were an athlete/sportsperson I'd be ...
If I were an actor/actress I'd be ...
If I were a plant or a tree I'd be ...

Group leader/facilitator collects papers which each student must sign. The papers are read out, but NOT the name. Group has to try to guess who wrote each one.


PEANUTS
LOOK, CHARLIE BROWN! A LETTER FROM MISS OTHMAR!
ONLY HER NAME ISN'T OTHMAR ANY MORE...IT'S MRS. HAGEMEYER! SHE THANKS ME FOR THE EGG SHELLS I SENT, AND SAYS SHE'LL KEEP THEM FOREVER...
2-15
AND SHE SAYS SHE MISSES ALL THE KIDS IN HER CLASS, BUT YOU KNOW WHO SHE SAYS SHE MISSES MOST? ME!!
SCHULZ

ACTIVITY FOUR

Musical Meetings

Music needed; live or recorded. Divide group about equally into "standers" and "movers". The standers scatter around to use available space. It is better if the space is largeish rather

than confined. On music, movers shift around, weaving in and out around the standers, who stay still. No touch or contact is allowed while music continues. When the music stops each mover has to shake hands with the stander nearest to them, and by questions tries to discover as much biographical information as possible. The stander does not volunteer ... only responds to queries that the mover puts. Repeat process but reverse stander-mover roles each time. Game continues until all have met. Allow about half a minute before music goes on each time.

NOTE: Keep moving ... no picking your next stander while the music continues. There are enough standers to go round! Not like musical chairs where there is always a loser!

ACTIVITY FIVE

Guess My Name

Can be used as an introduction game early in the year or as a learning-more-about-you game later.

Use modest sized cards and pencils/pens. Each person is to write down some personal information that applies to them but doesn't make it too obvious who they are. They might state a skill that they have that others may not be aware of, or an unusual fact about their family, or a relation or friend who is a well-known person, or maybe they were born in another town or country. The cards are read aloud with NO NAMES given while the group tries to guess whose card is being read. Each student should try to write 6-8 bits of information.

ACTIVITY SIX

Quizmaster

This is a work-in-twos exercise. The questions need to be photocopied, enough for each pair to have a question sheet. Go off with your partner. Take pencils/pens and an answer sheet to write on. Each student takes a turn to be "Quizmaster".

Here are the questions:

1 What were you most proud of when you were younger?
2 What was your most treasured possession when you were little?
3 What is your favourite story or book?
4 What is your favourite TV programme?
5 What is your favourite place to be or to go to?
6 Who was your best friend at primary school?
7 Can you remember a special teacher? Give the name.
8 Among your family and relations who is the most special to you?
9 What is the silliest thing that has happened to you?
10 Has anyone close to you ever died or been killed? What was their name?
11 If you could be someone other than yourself, who would you be?
12 Give one reason you are able to be a good friend?
13 What was the worst illness you have had?
14 If you had to live on a desert island for three days with ONE person, who would you pick?
15 What is something you really hate to do? What do you hate about it?
16 What is it in your life that is most important to you now?
17 Of all the things you do, what makes you feel happiest?
18 What do you like most about this class/school?
19 What do you like least about this class/school?
20 How would YOU change things to make 19 better?

Group comes together in circle to share and discuss questions 18, 19 and 20 only. Other answers can become part of *My Journal (see ACTIVITY ONE)*. Passing is okay on any difficult question.

ACTIVITY SEVEN

Origins

Use a clear space of about classroom size, tell the group that one end of the space represents Northland, and the opposite end will then be Southland. Places like Hamilton and Christchurch will be located approximately in between, with other centres set off to one side, e.g. Westport or Gisborne. Set aside another corner of the space you're using for "other islands and overseas countries."

Then ask everyone in the group to go and stand in the space at the spot where they were born, as near as they can decide. Some help and guidance may be needed before everyone has located themselves.

CAUTION: There may be students who aren't sure, or who may be adopted. Birthplace information may be a sensitive issue and it may be necessary to allow some students to pass or to come back with more information another day.

The sharing part of this exercise is to ask each person in turn to tell the group where she/he was born, and to add, if they can, a few details about that environment, as well as later moves that have resulted in their present location, some examples:

"I was born at Murupara. I am from the Tuhoe tribe. My river is the Rangataiki, and my mountain is Maungapohatu. When I was six my parents took us to Whangarei, and we lived there for 5 years. My dad's job ended, so we came to live in Kaiapoi the Christmas before I started High School."

"My birthplace is in Scotland, about ten miles from the city of Edinburgh, in a small village. I belong to a Scottish clan a bit like a tribe. Its name is MacDonald, and it has a special tartan. Our family emigrated to New Zealand in 1982. We lived first in Hamilton for three years to be near my mother's sister, but then we moved to here because my brother's asthma got too bad. The doctor said he needed to live in a warmer place."

The teacher-facilitator can begin, which helps to set a pattern for giving brief factual information.

This exercise puts everyone in touch with the richness and diversity that exists in every group, and often reveals common and shared similarities between people. It's a reminder that we all have roots and that knowing about them is important to our sense of belonging and well-being. It brings any group together in a very effective way, and is an excellent ice-breaker.

ACTIVITY EIGHT

I'm Proud

Expressing pride in front of others isn't easy to do, yet we all need to feel proud. Focussing on what we have to be proud *about* is therefore very important in the formation of a good self-image. This exercise can be written or oral. If the choice is for oral responses in the circle setting, students may pass on any question they aren't comfortable about. As facilitator be sensitive and always encouraging of sharing that which is offered.

Here are a set of sample starter ideas:

1 Something you've done for parents or other family members.
2 Something good and useful that you often do.
3 Something you have shared.
4 Any support you have given to another person.
5 Something you carried through to the end.
6 Something about yourself that you've improved.
7 Something good that you've done about the environment.
8 Some kind of considerate act that you have done.
9 A habit you want to break that you have made progress with.
10 Something you did where you made your very best effort.

11 Some positive change you've made within yourself.
12 Some contribution that you've made to some group action ... what you've been able to add to that cause.

When this focussing has been done informally in pairs, threes or smaller group setting, come back to the circle. It will be a rare class indeed if every person hasn't found ONE thing to feel proud about. Go round in a circle sharing and start with "I'm proud that..." Even at this point passing is okay.

ACTIVITY NINE

Symbols

Divide a large blackboard space or a big piece of newsprint into a grid so that there are enough spaces on it for each class member to have their own space. Each student then thinks about a sign, logo, symbol, picture that epitomises something that concerns them. It can be either a hate or a love point of view. Examples might be a swastika, a flag, a cross, a star, a crown, a bird, an animal, a fish, etc. (a quick sketch with no detail is all that is needed.) The symbols may of course have either negative or positive connotations.

One by one each student is asked briefly to explain her/his symbol and to tell the others why it is important in their life.

Sharing these deeper concerns, students will find that others in the group also have similar deep feelings... will see the thoughts of others as being worthwhile and important and so will have their own ideas and feelings affirmed as valuable.

ACTIVITY TEN

Circle Affirmation *(see also Section 2 for circle techniques)*

Arrange the class into smaller sets of 5-6 persons. Best to allow some self-selection so that they are with others they feel comfortable with, mates and closer friends. The group then focusses and "throws" at one person all the strengths and good attributes they see she/he has. This goes on until 8 or 10 strengths have been listed. A recorder takes these down and hands them to the person when the group is done. No put-down remarks are allowed. At the end in larger group, go round circle and ask each person how they felt about giving and receiving positve feed-back. Was one or the other easier? Why? Good chance here to extend vocabulary of strength words for later use. These brainstormed words could go on a wall list for easy reference. Each student as a follow-up could ask parent(s) to do a similar list of their strengths and this could be attached to their class-made list. Both lists then become part of *My Journal. (see ACTIVITY ONE)*

Every person in the group takes a turn at this experience. Sample starters:
"Something you do well is ... "
"I've noticed that you ... "
"I've always appreciated the way you ... "
"Your greatest strength is ... "

ACTIVITY ELEVEN

You Choose

For this you'll need a largeish-dimensioned set of posters or pictures or cartoons, *(set of cartoons in Resources, Section 8).* About 12-15 are enough.

This is a very useful exercise that helps students feel more confident to express their own opinion. Especially useful at the early stages of a group's working together.

The items are displayed in some way so that sight and access to them is easy for all. The items need either a short title or a means of easy identification.

Working alone each student is to select from the display *three* items, maybe the ones she/he finds most striking, or most relevant to them, or that made a point that was new for them. This PERSONAL choice is very important for what is now to follow.

Each participant now finds a partner. The two explain their choices to each other. Then, as a PAIR they do the whole exercise again ... together they have to choose only *three* items. Finally each pair meets with another pair in FOURS to complete the process.

To close the activity the class comes into circle and tries to identify by a voting system which items have been rated highest in the opinions of the whole group. There are many variations to this game but the sequence of: ***personal ... pairs ... fours*** should be adhered to. Group discussion in the circle at the end is often lively.

ACTIVITY TWELVE

Supporters

Students need to be given patterns and examples to use when they want to make statements about others that are positive, affirming and supportive.

A game to develop this skill is to ask each person in the class to list 6-8 things that any other person can say or do, or recognise in them that will make them feel good, valued or successful, e.g.

1 Smile when you see me and say something cheerful.
2 Listen to me carefully when I talk to you ... show interest.
3 Tell me that something I contributed was useful or important.
4 Hug me or touch me to show affection.
5 Tell me that you missed me when I was away.
6 Praise something that you noticed I had done.

Starters for statements from recipients can be put up on a wall list.

Examples are:
1 I liked it when you ...
2 It helped me when you ...
3 When you ... , I ...
4 We worked better together today because you ...
5 It always makes my day when you ...
6 I felt much happier because you ...

Each student can then provide endings for the starters on the list.

Circle discussion can follow about how people felt as they tried to find supportive statements to make, as well as how it feels to respond to such positive statements about themselves.

ACTIVITY THIRTEEN

The Martian

Here's another circle exercise. Imagine a Martian in the centre of the circle (the "Martian" can be changed after each person around the circle has made one response).

The Martian asks the question ... "Who are you?" i.e. what kind of beings/creatures am I among?

Answers might be e.g.
- we are creatures with warm liquid called blood inside our bodies
- we are called human beings and we breathe a gas called air
- we send messages to each other with sounds that we call speech

The next Martian can vary the question ... it might now become, "What else can you do?" or for the next round, "I have never heard the word 'work'. Tell me what different things this can mean". Answers to this could follow this pattern,

- some people are employed to collect rubbish
- some people are physicists and they study science and mathematics
- some people serve food to others in cafeterias
- some people are doctors who treat sick people
- others are botanists who work with trees and plants
- some people go to factories and operate machines
- many people care for young children.

ACTIVITY FOURTEEN

Trust Exercises

It is hoped that most teachers will be familiar with activities which build trust and good humour within the group setting. If however, your group has not had this kind of experience it is very helpful at some early stage in your development of the circle format, to include exercises such as:

The Blindfold Trust Walk ... a pair activity.
The Trust Fall ... 8-10 in a circle, one in centre.
The Warm Fuzzy ... for centring caring on one individual.

Discussion should follow all of these along the lines of:
"How did it feel to be blindfolded, and led?"
"How did it feel to have all the responsibility for another person who had to trust you?"
"How did it feel to be *all* giving toward one person?"
"How did you feel, getting that behaviour from so many at once?"

ACTIVITY FIFTEEN

Anger Tactics

Have each student complete the statement (written or oral)

"I get really angry when ... "

Share these in the circle.

Then go round the circle again and have each person repeat their initial statement and this time around add the ending,

"but I begin to feel better when/as soon as ... "

Discuss the various ways that are effective for people when they accept their anger and work to "get it out" in positive, non-violent, non-destructive ways.

To end up, go round the circle and ask each person what they believe it is best to do or say to another person who has caused you to be angry so that next time it might not happen, e.g

"I could ask my sister to let me know sooner if she's borrowing something of mine".

"I could suggest to Dad that I'd try to listen to what he says if he'd only stop yelling at us".

"The degree to which I can create relationships which facilitate the growth of others as separate persons is a measure of the growth I have achieved in myself"

Carl R. Roger

2. Learning to co-operate

"We must either learn to live together as brothers (and sisters) or we are going to perish together as fools."

Dr Martin Luther King, U.S.A.

Learning to Co-operate ... Creating a Supportive Community in the Classroom

The climate has to encourage and allow everyone to work together on problems. There has to be a confident atmosphere of "We can do it". Work from the assumption that everyone has something to contribute and that if conflict has to be solved, it had better be in positive, non-damaging ways, and then all of us can be part of the solution chosen.

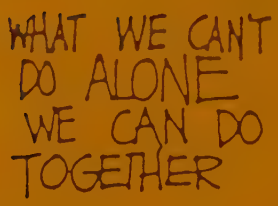
Supportive community isn't something our society fosters. It has an adversarial base, which puts people against one another. Students compete for "place" and there is not much active encouragement to work consistently together for common goals. Because our culture values "winners", winning has grown to be the primary means of gaining praise and attention.

Losers are expected to be good sports, told that "it builds character to lose gracefully", or get told "better luck next time".

Competition does not have to be negative. One can compete against an outside standard to improve one's skills, strive in such a way that no-one is "put-down" and we can rejoice in our own and others' excellence. This is not destructive.

If games and contests are used insensitively both groups and individuals can be harmed ... the wounds left take a long, long time to heal. Some never do. Games that leave people out, force children to compete against each other or to take part in patently unequal contests do none of the things so often claimed for them.

Setting a tone is important. We need to have fun as we learn. We have to see to it that we don't create winners and losers. When anyone has a hard time in a game, give them help, allow them to catch up. If someone is slower at something or is tiring, make changes that will lessen the load. Laugh at troubles and smile as you overcome them with group and supportive reaction. Allow people to pass if there's tension or discomfort. They'll be back in when they can.



ACTIVITY ONE

Circle Techniques

The first step here is to change the nature of the physical space and the relationship positions of all participants. Make a circle with furniture/desks pushed out of the way.

Hopefully the floor will be clean enough to sit on. If not then rugs, blankets, cushions will make it possible.

Facilitator/teacher sits with the group in the circle. Ask people how they feel about the change. How are relationships affected by everyone being part of the circle? Experiment a bit .... put a few people in the middle of the circle all facing outwards, looking at those still

in the outer ring. Ask about altered feelings. Have the outer ring get into twos and face their partners. How does this affect interaction. What if all the outer circle faces outwards?

The idea is to draw out observations on how very simple shift in physical position affects their sense of relationship to each other. This is the beginning of making explicit the awareness of interdependence.

ACTIVITY TWO

Circle Starters

Each person around the circle takes their turn. Allow passing if necessary. Come back later and encourage picking up the missed turn... or let it slide until another "round".

Examples:

1 "I'm feeling ... today because ..."
2 "Today I'm hoping that ..."
3 "The thing I think I do best is ..."
4 "The nicest thing that has happened to me recently was ..."
5 (in pairs) "This is my partner ... *(say name)* and she/he ..." *(give a piece of positive information about them.)*
6 "Something I did to help another person recently was ..."

Physical contact when circle starts and ends is important. Holding hands ... closing eyes and thinking about what's been happening... about what's going to happen tomorrow... linking arms and shoulders is also good. Make deliberate eye contact with say, three people in the circle ... hold that contact for about 5 seconds. Shift it to another new person. Then another. If "X" is busy, try another.

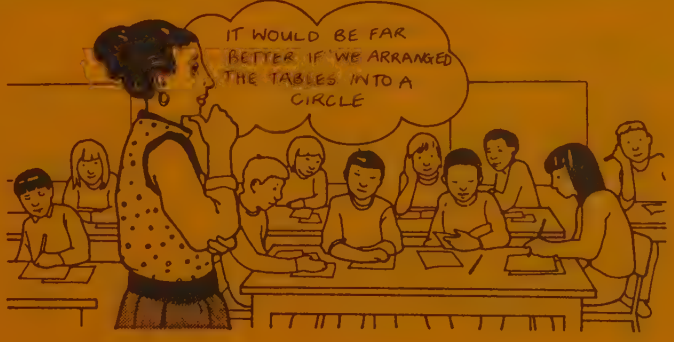
ACTIVITY THREE

Closing Circles *(evaluation time)*

Before breaking off for the day from the circle there should be a "sharing" to bring people's minds back to the present and help them to focus on whatever is to happen next. Keep the time given to each person in circle work brief, to avoid slow boring lengthy "speeches". Facilitator can easily set this at the start, giving a model for those to follow. Or a time limit say 10 minutes, can be put on the process.

Here are some Closing Circle starters:

1 "One thing I felt about today's activities was ..."
2 "I thought what we did today was useful because ..."
3 "I learned more about ..."
4 "Most of all I enjoyed ..."
5 "What I liked best about today was ..."
6 "The thing I'm going to remember about today is ..."



ACTIVITY FOUR

Magic Microphone

This is a simple group co-operation and self-control exercise that assists large group discussions. Choose an object, book, ornament that is easy to pass around the group but large enough to see. This object becomes the magic microphone. When any person has it, that's their right to talk. Co-operation happens when the microphone is shared and respected. A time limit can usefully be placed on its use so that it is passed on fairly.

ACTIVITY FIVE

Funny Face

A good fun-creating circle exercise. Leader (or student volunteer) begins by an unusual expression on her/his face. That "funnyface" is demonstrated to the next person in the circle who has to imitate it as exactly as possible. The "imitator" now turns to the person adjoining and puts on a new "funnyface" which in turn has to be imitated. If you have a very large group, it can be helpful to make 2 circles so that people get their turn faster. This game is a good "ice-breaker".

ACTIVITY SIX

Mirror Image

This activity enables students to develop the skill of watching what another is doing by focussing intently on movement or sound or gesture or mouth, whatever will enable them to "follow" the lead being given. The students work in pairs. Each gets 2-3 minutes of leading, before the roles are reversed. The "leader" can go through a sequence of movements, or say words, or a sound sequence. The "leader" doing the initiating movement or sounds has to try very hard to enable the "follower" to copy what is going on. Slowing down motion, enunciating in slow clear ways, will aid the process.

As a special challenge, ask the pairs to try to move or make sounds together with neither person taking the leader role, trying simply to do the exercise, by following each other's actions. This really means that the two can begin to feel that they are being led by the motion itself. What happens is that there is very rapid alternation of the leader-follower roles ... they are staying together by sheer intuition.

Debriefing:

Find out in the circle what people really felt about the exercise. Could they manage to keep together without a breakdown? What made it easier? What made it harder? How did each feel when the roles were reversed?

ACTIVITY SEVEN

Friends

Photocopy *Friend Checklist (see in Resources Section)*. Have each student complete the checklist. Using the space at the bottom, ask each student to write the three things on the list that have the highest priority for them when they are looking for a friend. They may include here any OTHER criteria that don't appear on the checklist. Then get each student to circle the ONE out of these three, that they would put in first priority position.

Group now comes together in the circle to share their choice. They could begin with: "What is most important to me when I choose a friend is ..." It is interesting to run an informal check on what qualities are generally placed highest by most people. Also gets a good discussion going.

ACTIVITY EIGHT

Finding Friends

This is a follow-on activity from the one above. One thing that greatly reduces self-esteem is the inability of some young people to make and keep friends. This exercise helps students to extend their range of skills in building and improving relationships; in co-operating with others for the benefit of both.

Hold a class discussion about the ways in which each person attempts to make friends. Starter questions could include:

1 Should friends like mostly the same things?

2 Should differences cause friends to part?

3 What is a good suggestion you would make to advise someone of a good way to make a new friend?

4 Is it better to have one friend, several, or a lot?

5 Can people help others in the process of making friends? How?

6 Should friends have disagreements? What are some ways of making sure these disputes don't ruin the friendship?

Follow-Up

Think about a friend that you have, or that you had in the past. Write down the things that made you want that person for a friend. Try for 5 or 6 things. End with stating three things you can do that will make people want you for their friend. Debrief with discussion, maybe make a wall list to summarise the findings. *(See also Section 3, ACTIVITY SIX)*

ACTIVITY NINE

Friends Brainstorm

Photocopy and distribute the starters below Allow a few minutes for written completion ... not too much reflection here ... make it fairly quick. When done bring group together and share orally. Get 4-5 completed contributions for each item on the list; then go on to the next. Discuss the diversity of viewpoints. Discuss whether or not anyone in the group has altered their ideas after hearing what others had to say.

1 One thing I like about my friend(s) is ...

2 Other people are important to me because ...

3 One thing I like to do with others is ...

4 I can count on my friend(s) to ...

5 I have got friends because ...

6 When someone is a friend to me I ...

7 I like being with people who ...

8 Co-operation is important because ...

9 Helping your friends is ...

10 After I've argued with a friend I ...

11 One way I'm different from everyone else is ...

12 One way I'm like everyone else is ...

ACTIVITY TEN

Ideal Me, Ideal You

The activity here is to have each student given a newspaper sized sheet of paper on which they are to draw two sketches similar to the ones below:

(people will like me if I:..)

Helps me with my work
Likes doing the things I enjoy
Avoids having hassle's with others
Likes my family
Always pleased to see me
Thinks I am marvellous
Laughs at my jokes
He/she trusts me
IDEAL YOU

(the kind of person that appeals to me is...)

Ideal "me" will be the same gender as the student, ideal "you", can be either female or male according to taste.

Around the head each student is to list qualities... not physical attributes, so that the qualities form "balloons" around the head.

When finished, group sharing will make it obvious that while there may be some commonly perceived qualities, there are bound to be others that will provide discussion points. Nearly all people are likely to have some special aspect that they hope to find in their friends.

After the artist has signed her/his sketch they can be displayed for others to read; maybe eventually become part of *My Journal. (see Section1, ACTIVITY ONE.)*

ACTIVITY ELEVEN

Peacefulness Poll

Photocopy enough questionnaire sheets to provide one for each student. Pretend you are selected for this poll. You must answer 20 questions by circling the answer you choose. The choices are:

Y=Yes M/S = (maybe/sometimes) N=No

Are you a person who:

1	Loves a good fight?	Y	M/S	N
2	Gets angry easily?	Y	M/S	N
3	Often holds a grudge against another?	Y	M/S	N
4	Gossips about others?	Y	M/S	N
5	Thinks some deeds are unforgiveable?	Y	M/S	N
6	Believes that it's weak or soft to say, "I forgive you."?	Y	M/S	N
7	Never admits they have made a bad mistake?	Y	M/S	N
8	Avoids getting into angry arguments?	Y	M/S	N
9	Is often the first to forgive another?	Y	M/S	N
10	Believes in corporal punishment of children?	Y	M/S	N

11	Thinks people should apologise first, before you forgive them?	Y	M/S	N
12	Pretends everything is okay, when it really isn't?	Y	M/S	N
13	Deliberately provokes trouble or conflict?	Y	M/S	N
14	Tries hard not to hurt other people's feelings?	Y	M/S	N
15	Believes in an "eye for an eye"?	Y	M/S	N
16	Thinks settling arguments with a fight is okay?	Y	M/S	N
17	Thinks that if a man hits his wife or partner that it shows he really cares about her?	Y	M/S	N
18	Thinks that kids grow up to be disobedient and cheeky if they aren't punished?	Y	M/S	N
19	Thinks it is better to settle a dispute with words rather than blows?	Y	M/S	N
20	Thinks that weaker people should give way to those who are stronger?	Y	M/S	N

Look back over your responses. Are you satisfied with your own peacefulness? Discuss the items with others. Circle the items you would like to change. Write down a list of people you would like to be more peaceful with. Answer this poll again toward the end of the year If the result is different does this mean you are a more peaceful person? Why has this happened?

ACTIVITY TWELVE

Community Survey

There are many ways in which groups of people in the community, societies, clubs and other organisations, work together for mutual benefit. The individual members also have to practise ways of co-operating, if the group is to succeed in its objectives.

This exercise can be a longer-time project. It can also be used as a way of creating interaction between students and community groups. Students can work in pairs or threes if desired. Make a list of 20 groups that exist in the local community. Rural students may have to cast a regional net. Each interview team should draw up its own list of questions. Interviewers visit a member of the community group away from the school.

Sample questions:

- Does it have "both gender" membership? If not, what are the reasons?
- How long has your group been in existence?
- How many active members? Who controls/makes the decisions?
- What share do members have in that process?
- How does the group settle disputes/disagreements?
- What are the aims of the group?

The interview team must make its own appointment to speak to a rep from the club, or whatever, in out-of-school time.

Back with the group the experiences can be shared. A good follow-up is to invite a rep from each of 3 or 4 community groups to come in as a speaker-visitor. At this occasion the emphasis of the discussions can be on how co-operation within the club is effected, how shared duties and responsibilities are fairly distributed, how representation on decision-making in groups is determined. Good class discussion can ensue on points such as, "What could some members do if they wanted to alter policy and no-one would listen to them?" or "If a fairly large group of members refused to co-operate what could the executive group do about it?"

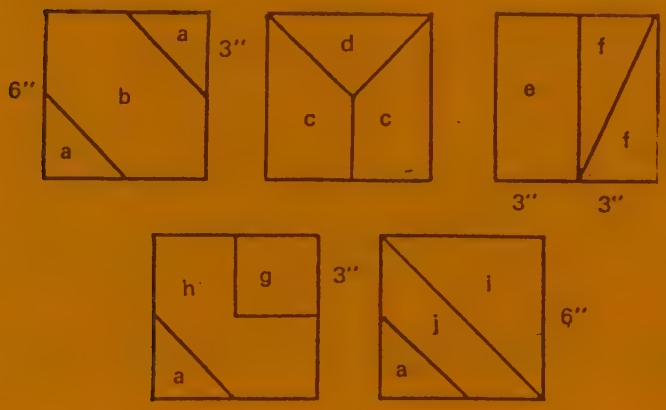
ACTIVITY THIRTEEN

Co-operation Squares

A game with emphasis on group-functioning.

This game places participants in a conflict situation which cannot end until each person co-operates with the others in the group.

1 Before introducing this exercise you will need to prepare a set of squares for each group of five children. (A set consists of 5 envelopes containing pieces of stiff paper cut into patterns that will form five 6" x 6" squares as below).



2 Cut each square into parts a to j and lightly pencil in the letters. Then mark the envelopes A to E and distribute the pieces thus: envelope A - pieces a,c,h,i; envelope B - pieces a,a,a,e; envelope C - piece j only; envelope D - pieces d and f; envelope E - pieces b,c,f,g. Erase the small letters from the pieces and write them instead on the envelopes A to E so that the pieces can be easily returned for re-use.

3 Divide the class into groups of five and seat each group at a table. Give each group member an envelope and ask that the envelope be opened only on a signal.

4 Describe the game as a puzzle involving conflict and co-operation. Read the instructions aloud and give the signal to open the envelopes.

The instructions are as follows;

Each person has an envelope containing pieces for forming squares. At the signal, the task of the group is to form five squares of equal size. The task is not completed until everyone has before them a perfect square, and all the squares are of the same size. During the game no member may speak. No member may communicate in any way - by smiles, hand-signals, longing glances etc. No member may take a puzzle piece from anyone else. Members may give puzzle pieces to others. Some class members should be observers. As groups finish allow them to observe other groups - silently

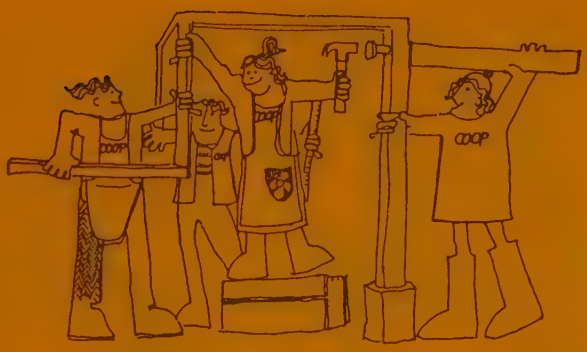
It will usually take about 20 minutes for all groups to finish. You should spend at least as much time discussing the game as you spend playing it.

Several individual combinations will be possible but there is only one totally correct combination.

The following questions might be helpful in provoking discussion:

1 How did you feel?
2 How did the holder of envelope C feel?
3 Did anyone notice that C only had one piece?
4 How did you feel when someone held a piece and did not see the solution?
5 Why did you take all the pieces?
6 What was your reaction when someone finished a square and then sat back without seeing that their solution prevented others from solving the problem?
7 Were you afraid you would look foolish because you couldn't see a solution?

8 What were your feelings if you finished your square and then began to realise you would have to break it up and give away a piece?
9 How did you feel about a person who did not follow directions?
10 How did you feel about a person who was slow at seeing the solution or who misunderstood the instructions?
11 What processes enabled some groups to finish quickly? Did you follow the instructions? If not, how do you feel? Satisfied? Angry?



"Women and men of East and West, be they Christians, communists, feminists, atheists, liberals, conservatives, young or old, may have differing dreams of the future. But we have to be alive to implement them, and we have to work together if we are going to stay alive."

Dorothee van Randenborgh, WILPF President, Federal Republic of West Germany

I DON'T WISH TO INTERFERE BUT DO YOU REALISE THAT WORLD POPULATION IS GOING TO INCREASE BY NEARLY 50% IN TWENTY YEARS? WHAT ARE YOU GOING TO DO ABOUT IT?
WHAT'S WRONG WITH PEOPLE? I LIKE PEOPLE.
WELL SO DO I, OF COURSE. BUT YOU SEE THE WORLD'S RESOURCES CAN'T SUPPORT AN EVER-INCREASING POPULATION.
I SEE. SO IT'S A PROBLEM OF RESOURCES AS WELL AS PEOPLE?
YES.
SO THE ANSWER IS RESOURCE CONTROL AS WELL AS BIRTH CONTROL?
YE...ES
WELL THEN, I DON'T WANT TO INTERFERE BUT DO YOU REALISE THAT THE RICH 10% OF THE WORLD CONSUME ABOUT 90% OF THE RESOURCES? WHAT ARE YOU GOING TO DO ABOUT THAT?

?

3. Learning to communicate

"If you have got two people and they both have a gun pointed at each other and they can both fire at the same time, somebody has got to start doing some talking".

29 year-old father of 4 (in the USA)

Learning to Communicate

It is not easy for us to deal with other people when we are feeling hurt, angry or lonely. The ability to share how we feel with others can help us to move beyond these feelings. Sharing how we feel in a supportive setting allows us to look at past experiences that have hurt us and see that different responses could be made.

To do this kind of sharing we need to be able to communicate well. Students need a classroom where they can say what they feel without fear of ridicule, where there is an affirming atmosphere and an acceptance of their feelings, thoughts and contributions. At the same time there should be a healthy critical tone. Teachers and students should be able to look critically at everyone's work without anyone feeling that they are under personal attack.

If people in conflict can share information about how they feel or why the dispute began, then they may be able to reduce the tension. Suppressing strong feelings may prevent people from sharing information. Once the feelings are released, a solution can often be found to a dispute.

Many people feel uncomfortable about expressing strong feelings. Perhaps they have been told "It's not the thing to do", or "It's silly", or "It means you're soft on someone". Or if it's a boy, it might mean he's a "sissy". Linking arms or touch can be suspect or threatening. These inhibitions, acute embarrassment and fear of being ridiculed are the barriers which keep us all from caring about and supporting one another. Many activities exist which help to break through this embarrassment.

A good way to do this is to set up situations where people can laugh it off. It becomes acceptable and non-threatening to touch another person within the context of the game. For instance, "Touch Blue" is a light enjoyable actiivity which encourages touching; a shoe, a sock, an ear.... whatever object is called out. Another example is "Musical Laps". Afterwards students will feel more open and friendly. The laughter relaxes, and consequently frees people to be more aware of others.

Activities

Structured activities which allow and encourage our abilities to talk openly, and listen well to others, help us to recover the capacity to share and understand differing points of view.

Exercises must not be used coercively. Teachers should be willing to do anything the students are asked to do.

Points to Note

- Each person, including teacher, takes a turn.
- No-one HAS to speak ... everyone has the right to pass, or to take their turn at a later stage
- No-one speaks during another's turn, because people feel less safe about talking of experiences or feelings when they may be interrupted.

ACTIVITY ONE

Sending Messages Checklist

This activity focuses on the extension of interpersonal skills, and enables students to examine their own effectiveness, as well as to understand why a particular exchange didn't work as well as it might have.

NOTE: Choose simple non-threatening examples before you drop students into more difficult role-plays.

When sending messages TO another:

- know clearly what you want to say
- choose the best time to say it
- choose the best place to say it
- make good eye contact
- speak clearly... no mumbling
- watch very carefully for any sign that you are not understood or maybe are being wrongly understood
- keep it simple and right to the point
- check, by asking if you aren't sure, that your message is understood

When receiving messages FROM another:

- check that you are picking up the message correctly. If you have any confusion, ask for the message to be re-stated or clarified
- listen for the essential facts
- don't interrupt until message-giver is done (unless you are asking for clarification)
- it may help to recap the message quietly back to the giver

Use pair role-plays to run over the above points. Allot roles, e.g.

A student has several excellent reasons why she/he should be allowed to be absent from school for a week at a time when the class is doing some important pre-exam study. Role-play the student going to the principal to request leave for the week.

Other similar encounters can be set up. Group can comment on whether or not the message-giver succeeds or fails and if so, why? Room here for varying opinions of course!

ACTIVITY TWO

Fire Drill

In a group, each person (allow 2-3 minutes for reflection before the exercise begins) is to decide which FOUR things they would save from their house in a fire EMERGENCY, (family, pets and clothing are already in safety). Each student tells group her/his choice and explains the choice of each item.

ACTIVITY THREE

Lie Detector

This game will have the effect of making students listen very intently to their partner (if played in twos) or to one person in a small group. It can be played in a larger group but it takes a while to go right round it ... depends how much time you've got! But it is lots of fun and the students get very cagey about their "lies", trying to slip one in that won't attract attention!

Each participant writes down 5 or 6 answers to questions like the following:

"The most important things in my life are..."
"These are things in my life that I would give up without any objection..."
"These are some things that I used to believe were important, but they no longer are..."
"When I'm pleasing myself, I really like to..."

All but one of their responses must be true.They are to deliberately slip in one FALSE response. The other(s) have to try to guess which one is the lie. The guessers only have one chance. If they miss, the liar says "No, you haven't got it" and the lie passes undetected ... unless the liar OFFERS to admit it. Lots of fun this ... and it's quite surprising how often the lie gets "detected", even when the liar has taken great pains with her/his choice.

ACTIVITY FOUR

Non-verbal Line Up

Facilitator gives only the following instructions:

Without talking form a line according to the month (and maybe the date and day of the week) in which you were born. Mime, writing in the air etc are allowed but no speech. The players themselves must work out the beginning, end, and order of the line wholly by silent means.

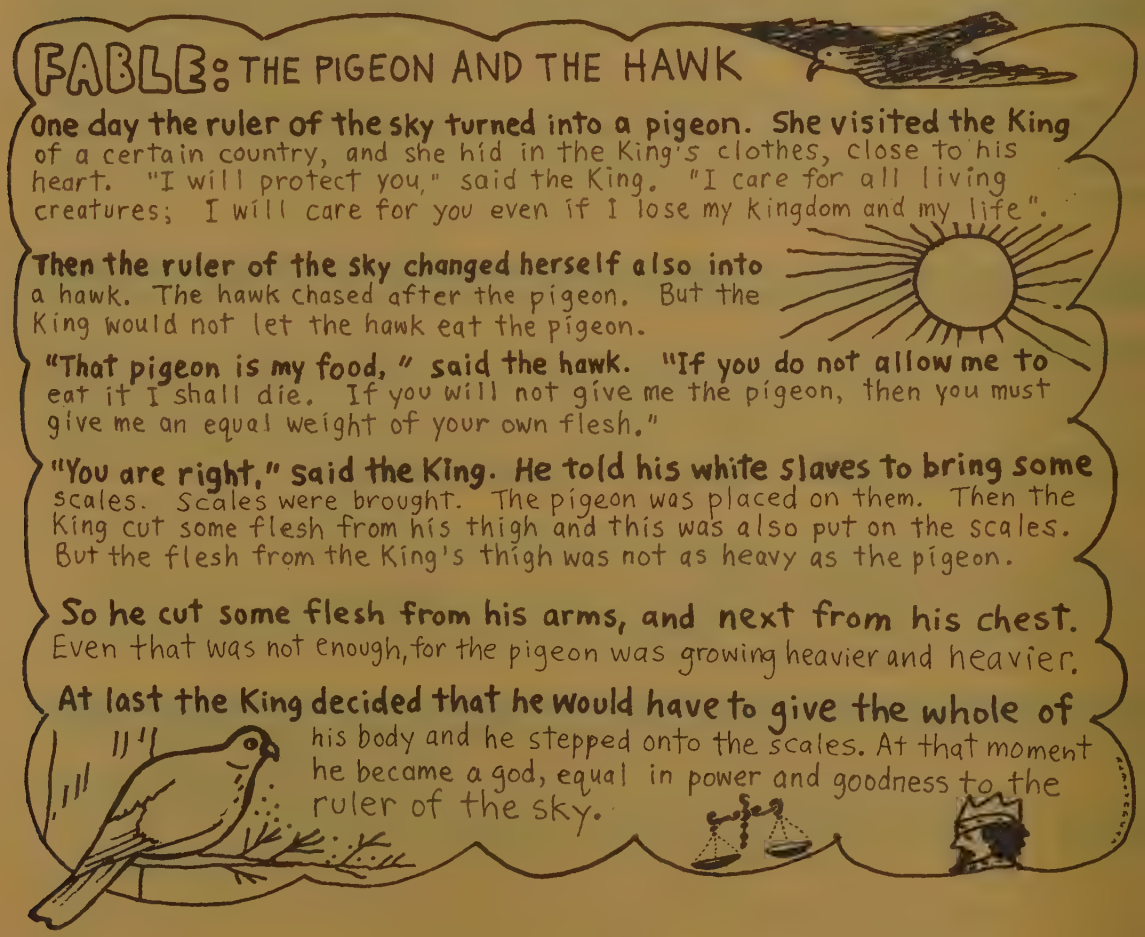
ACTIVITY FIVE

Rumour

The object here is to show students some of the communication problems ... listening ... memory ... perception. Any short fable will do very well. The one given below is quite suitable. Seven or eight students are chosen to leave the room. The rest have pencil and paper and act in observer roles to record the process. The out-of-the-room group are brought back one at a time. The story is read to the first person. As each person is brought back in, the last person to hear the story tries to tell it as best she/he can recall it, to the incoming student. This goes on until the tale has been told to the last person. All the while the observers will have been trying to note which changes, if any, were made in the telling, and exactly what those alterations were.

Typically the story grows shorter and more distorted each time. The final version should be compared with the original by re-reading it to the whole assembled group.

A variation is to have the listeners in pairs. They can then help each other, easing the situation


FABLE: THE PIGEON AND THE HAWK
One day the ruler of the sky turned into a pigeon. She visited the King of a certain country, and she hid in the King's clothes, close to his heart. "I will protect you," said the King. "I care for all living creatures; I will care for you even if I lose my kingdom and my life".
Then the ruler of the sky changed herself also into a hawk. The hawk chased after the pigeon. But the King would not let the hawk eat the pigeon.
"That pigeon is my food," said the hawk. "If you do not allow me to eat it I shall die. If you will not give me the pigeon, then you must give me an equal weight of your own flesh."
"You are right," said the King. He told his white slaves to bring some scales. Scales were brought. The pigeon was placed on them. Then the King cut some flesh from his thigh and this was also put on the scales. But the flesh from the King's thigh was not as heavy as the pigeon.
So he cut some flesh from his arms, and next from his chest. Even that was not enough, for the pigeon was growing heavier and heavier.
At last the King decided that he would have to give the whole of his body and he stepped onto the scales. At that moment he became a god, equal in power and goodness to the ruler of the sky.

where one person may feel a bit uneasy or ridiculous...this will depend on how non-threatening an atmosphere you've been able to build with your group.

The game reveals the ways in which human memory works. It will invent reasons for behaviour which seems strange, change unfamiliar things into familiar, miss out details which don't fit too neatly, invent new details that make the story hang together better. Follow-up discussion can easily be linked to issues like bias, stereotypes, prejudice, the power of media, the role of school texts.

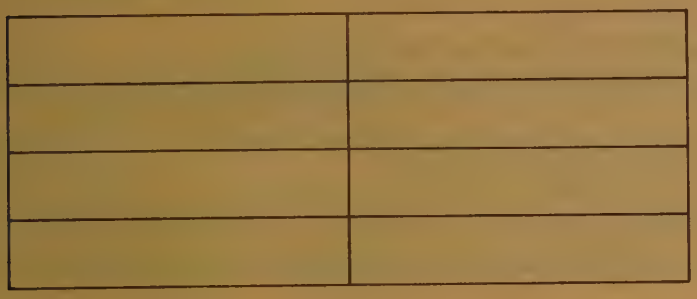
Later the group could look more closely at the story itself. It has many rich layers of meaning and lends itself to fruitful further study.

ACTIVITY SIX

Friendship Ratings *(This exercise extends ACTIVITIES SEVEN and EIGHT, from Section 2.)*

Different people look for different qualities in a friend. This will help everyone think more about what they look for in another who is close, and enable these differing ideas to be better understood and communicated.

Fold a piece of paper up so that you create two columns, each having four spaces on it, 8 in all, like this:



Next tear up (or cut) 8 smaller pieces that will fit into the 8 spaces created by the folding.

Next, use the 8 small pieces. On each piece write ONE quality that you'd look for in making a new friend. When all 8 are done, place them in order of importance to you on the folded sheet. Re-arrange and sort as you think about it. When satisified, number each of your loose slips 1 to 8.

Get into smaller groups of 4 or 5 and see if everyone looks for the same qualities in a friend. Discuss...If someone you meet has qualities 1 and 2 but not the rest, what then? If they have 4,5,6,7,8 but not 1 and 2, what then? Do you think your priorities will change much as you get older? If you were choosing a partner/mate/wife/husband what other qualities might you have added? Why? Lots of scope here for extending the sharing and communications process...probably enough for another session.

ACTIVITY SEVEN

Message Through Music

For this activity you will need on tape or selected from LP records, a set of songs, the lyrics of which deal in some way with the issue of conflict. Some titles are:

Russians (Sting) *Imagine* (John Lennon) *One Love* (Bob Marley) *Radiation* (Topp Twins)
Brothers in Arms (Dire Straits) *Run to the Hills* (Iron Maiden) *Lotta Trouble* (Topp Twins)
French Letter (Herbs) *Universal Soldier* (Donovan) *Blowin' in the Wind* (Bob Dylan)
Mothers, Daughters, Wives (Judy Small) *Pacific Peacemaker* (Stephanie McKee)
One Voice in the Crowd (Judy Small)

Music-related activities draw attention to the fact that we have many ways in which to communicate. Music is a very powerful and moving way in which the feelings of people find a

way of expression...a way that might not otherwise be open to them.

You will also need copies of the lyrics so that students can read through the words after having listened to the recorded version.

Students should be asked to use descriptive "feelings" words (see list in Vocabulary Section) to answer questions about the songs. This should be done using the songs ONE AT A TIME, otherwise the feelings will tend to kaleidoscope together in people's memories.

- What feelings did the song bring up for you?
- What ideas do you think were in the thoughts of the writer who composed the lyrics?
- For you hearing it, did the writer's ideas come across clearly to you?
- The song has a main idea or theme in its words. What would you say the theme was?
- Verses in a lyric often make points to support the theme of the whole song. Which point seemed to you to best support the theme? Has looking at this song more closely altered your feelings and your opinions at all? If so...how?

When several songs have been dealt with, then discussions can address questions that relate to differences between the songs, e.g.

- Which song did you find most moving? Why do you think that was so?
- Tunes make lyrics more effective in communicating the feelings of the whole song ... which tune do you think added the most to its words? Have you any ideas about why?
- If you were asked to write/say two or three things about protest songs to someone who'd never heard one, how would you describe such songs?

Follow Ups

- Using the mental images that any one song evokes in you, design a record cover for this song.
- Do a ranking exercise of the set of songs, on the basis of most effective or most moving, put them into your order of preference.

ACTIVITY EIGHT

Listen to Poetry *(Follow-on from ACTIVITY SEVEN)*

Similar approaches to ACTIVITY EIGHT can be used with poetry. The following have written poetry on peace-related themes:

Denise Levertov
Robert Bligh
Hone Tuwhare
James K Baxter
Roger McGough
Edwin Brock
Sylvia Plath
Allen Ginsberg
Adrian Mitchell
Lauris Edmond
William Blake
Gary Snyder
Riemke Ensing
Hilda Doolittle
Adrienne Rich
William Stafford

Teachers can build up their own collections of both music and poetry for use in the peace studies programmme.

ACTIVITY NINE

The Diamond Game

Preparation:
You will need a set of nine short statements. These can come from several people commenting on the same issue; they could be opinions expressed, taken from editorials. They should vary greatly.

Sample statements:
- In raising children, strict discipline is very important.
- Plenty of hugging, cuddling and closeness is what babies need most.
- Children must be warned that strangers are to be avoided.

The group works in PAIRS, so you will need enough sets of statements for each pair to have a set. Each pair then works to rank the statements as follows:

The one they see as most important at the top.
The one they consider least important at the very bottom.
The two of next equal importance go below the top one.
The two next equally low in importance go above the bottom one.
The three of average importance go in the middle ... This diamond shape so built, gives the game its name.

NOTE:
There are no right answers (keep this information until after the ranking task is done). The importance of the exercise is in the discussion that has to take place in order to complete the diamond.

Follow Up:
Each pair can be asked to share with the class their reason for the "top" selection. A chart can also be drawn up using a voting system to see which items gained most favour. This game can also be played with a set of cartoons or posters.

ACTIVITY TEN

Know Your M.P.

An excellent activity for senior groups, and it studies an important area where good communication is often lacking.

Name your M.P. and find out where and how she/he may be reached for consultation/discussion.

What do M.P.'s do to let the people they represent know that their M.P. is accessible?

Put down a few hypothetical problems that a person living in your electorate might reasonably want to see their M.P. about.

Write down several improvements/changes in your electorate that you could discuss with your M.P., so that they might happen.

If you wanted your M.P.'s support, what are the ways he/she can help you?

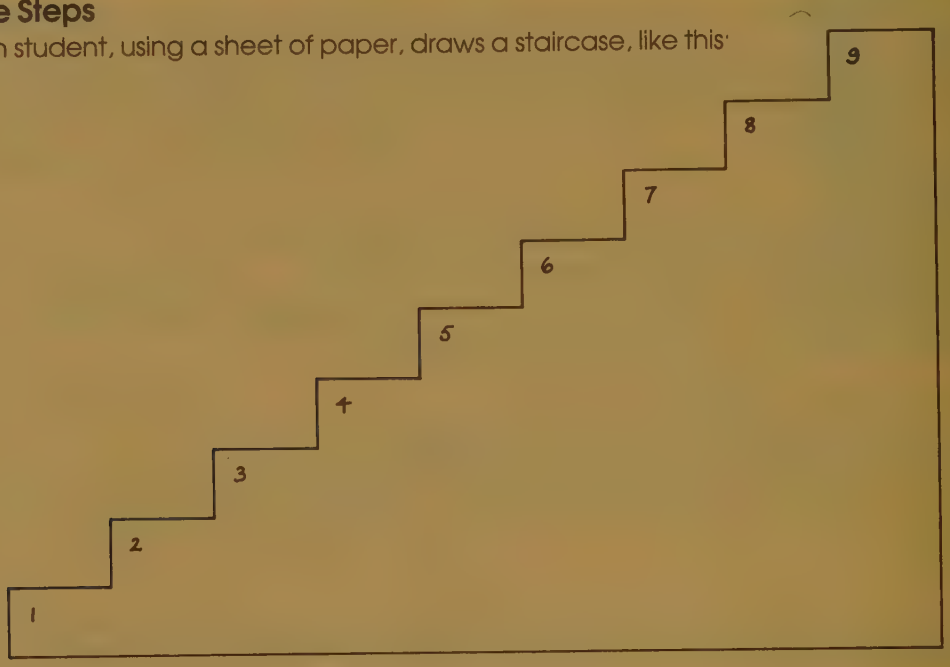
This work, and other extensions of it, can help heighten the awareness that it's no good grizzling unless you've made an effort to see how the system works and tried intelligently to see if it will work for you ... and it's a communication exercise.

Maybe as a follow-up your M.P. could be invited to visit the school for an informal discussion session. Such people will often accept if a particular issue is suggested and the letter of invitation comes from young potential voters!

ACTIVITY ELEVEN

Nine Steps

Each student, using a sheet of paper, draws a staircase, like this:



Each is then given nine idea statements (sample below) on a photocopied sheet so that they can cut each statement off on its own strip. Then they rank the ideas up the staircase, th ones they agree with most at the top, down to the least agreement one at the bottom. This can be done as an individual exercise with confident students, or as a partner exercise if mor support is indicated. Then each person, or pair, gives reasons for either their top or bottom placement. No judgement here please ... there is no right answer ... but give praise and support for good clear stating of reasons in support of decisions, e.g.

"I put x at the top because I've thought about it seriously, I think it would solve problems bette than any of the other items, and a book I read recently supported a similar view."

Nine sample statements:

1 The trouble is there are too many pessimists ... people who just look on the dark side of everything.
2 People must change their way of life ... put much less emphasis on getting and owning things.
3 People need to live in much smaller groups. We need smaller towns, villages, communities, small workshop places, not work in huge factories and cities.
4 Science and technology got us into this mess and I feel certain there will be a scientific solution to our problems ... research will find an answer.
5 We need a really strong world leader, and this peron will really pull the whole world together and sort it all out in no time.
6 There are a lot of problems but also life is interesting and very exciting. I'm really keen to d my bit to solve world problems.
7 People should see themselves as members of a world society on an endangered planet. All human beings are in the same predicament together.
8 The trouble is the way societies and nations are organised ... with small numbers of rich people exploiting large numbers of poor people.
9 There really isn't a great deal to worry about as long as we can manage to keep our own country running as well as we can. It's up to every individual country to sort out its own troubles.

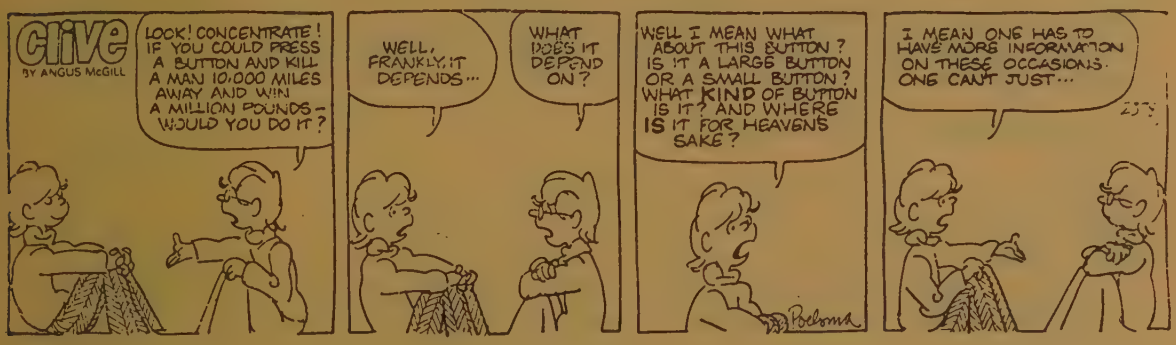
Follow-up debriefing should bring some lively differences of opinion!

ACTIVITY TWELVE

More Information Game

This game and the discussion it generates are lots of fun! It shows that when you are faced with choices, you need to get as much information as possible first. It shows how the decision others make can sway your own choice. Also that because different people value different things, they make different choices.

Put up conspicuous labels in three corners of the area you are working in. These should read: *Rock Concert ... Political Meeting ... Movie.*


clive
BY ANGUS McGILL
LOOK! CONCENTRATE! IF YOU COULD PRESS A BUTTON AND KILL A MAN 10,000 MILES AWAY AND WIN A MILLION POUNDS - WOULD YOU DO IT?
WELL, FRANKLY, IT DEPENDS...
WHAT DOES IT DEPEND ON?
WELL I MEAN WHAT ABOUT THIS BUTTON? IS IT A LARGE BUTTON OR A SMALL BUTTON? WHAT KIND OF BUTTON IS IT? AND WHERE IS IT FOR HEAVENS SAKE?
I MEAN ONE HAS TO HAVE MORE INFORMATION ON THESE OCCASIONS. ONE CAN'T JUST...

Step One

Read the Prize Rules

You have won first prize in a raffle.
The prize offers you three choices.
2 tickets to a movie, a rock concert, a political meeting, or a movie.
Which prize do you choose? Go to the corner of your choice. Move now.

Step Two

Here is your first piece of *new information.*
If you go to the movie you have to take a member of your family.
If you go to the political meeting you will go alone.
If you go to the rock concert you must go with someone chosen by your teacher.
Think about these conditions. If you want to change your mind move now.

Step Three

Here is *new information* part two.
If you go to the movie you'll be given $100 spending money.
If you go to the rock concert you'll be given no money.
If you go to the political meeting you'll be given $1000.
Think again about your choice. If you want to move do so.

Step Four

Here is *new information* part three.
If you choose the movie you will take a taxi there and back.
If you go to the rock concert you have to travel by bus.
If you go to the political meeting, a chauffeur-driven limousine will pick you up and bring you home.
Time to move again if you want to.

Step Five

More *new information*
The movie is in this town/city.
The rock concert is two or three bus stops down the road.
The political meeting is in Tokyo.
Final chance to change your mind ... move now.

Debriefing and discussion follows.

Suggest some ways of gathering more information before you make a choice. What are some reasons why people may have trouble making a decision? Why do others have trouble altering it? Look at and talk about the reasons why individuals choose differently. Did others who shifted during the game cause you to move also? What do you think about that?

ACTIVITY THIRTEEN

The Attitude Line

This gives a great opportunity for people to see that others hold different views, and to communicate across the gaps the reasons why the differences exist. It also helps with listening.

A chalk line or rope can be used to create the line, or it can be imagined. Along the line indicate 5 positions as follows

Disagree strongly
Disagree
Undecided *these should be about 2 metres apart.*
Agree
Agree strongly

Choose and read aloud a statement from the sample 5 given below ... use others if you wish. You can manufacture statements to fit in with whatever you're studying.

Ask everyone to go to the place along the line that is closest to what they feel about the statement.

Ask volunteers along the line to give a short explanation of why they take their view. To encourage real listening, some other person along the line can then be asked to summarise the reasons given by the volunteer. Ask that summariser how she/he felt about repeating reasons that were different from their own.

Pass option should always be available.

Debriefing discussion can be very illuminating and the sharing and understanding invaluable.

Sample statements:

- If people are unemployed, then in some way it's their own fault.
- The Government's to blame for so much unemployment.
- When there's unemployment, too many innocent others suffer.
- If schools did their job properly there'd be no unemployment.
- Being on the dole is really neat, you get paid for slacking about and enjoying yourself.

Try in follow-up discussion to bring out that there is some truth and some inaccuracy in most statements ... i.e. that ALL need examining before you reach an opinion ... often you need more information. Discuss generalisations and their danger. A good starter opener is "What if ... ? What do you think, then?"
Discuss the point that people could stand at the same point on the line for completely differing reasons. Allow people to move if what anyone else says influences their own view.

NOTE:

1 *Before* reading the first statement reassure all that it may be hard to have an unpopular view. One way you can support those who go that way is to say "It's risky to be a minority, but it shows great strength and ability to stand up for your own views."

2 The exercise is NOT a debate. Make sure people don't challenge the opinions of those who speak. Encourage respect for the reasons they give ... their own *feelings* about each statement.

3 If any marker position isn't occupied, facilitator may take that spot and create the opportunity for that view to be put forward, or a student could role-play it.

ACTIVITY FOURTEEN

Cartoons

You will need a selection of cartoons, best mounted on sheets of card for re-use. Students can also make their own collections of ones that appeal. About 15-20 are needed. They need to be blown-up from most originals for easy perusal in the classroom setting. *(See also ACTIVITY ELEVEN in Section 1. The Resource Section has a sample set.)*

Here are some possible activities:

- providing written verbal explanations e.g. "I think this cartoon is trying to say (or show us) that ... "
- Students can try providing alternative captions, or they can have a verbal description of the cartoon given to them and without sighting it, draw their own quick version. Then compare their own efforts with the original.
- Pick the best three from the set ... the ones they find have the most impact for them, rank these and give their reasons for their top choice.
- Visual communication is very important indeed, especially in an age of instant media. Have students try to identify the group or person or attitude being attacked/satirised in a smaller set of cartoons (4-5). Then get them to role-play the "target" of the cartoon and to defend the behaviour or action being focussed on in the cartoon.
- Students can try their hand at "home-grown" cartoons to focus attention on local, school or home issues that concern them. A set of their own cartoons can then be used for some of the exercises above.

All these exercise draw attention to aspects of communication in our world, and to the ways in which minds are selective in the ways they perceive and judge issues that arise.

ACTIVITY FIFTEEN

Role-Play Suggestions

Each of these involves two sides. A class can be divided into two groups, and given 5 minutes or so to allot roles ... this is a good communication exercise in itself.

1 A group of young Maori activists whose position is that "The Treaty of Waitangi is a fraud", are meeting and wondering how to best decide what their next steps should be. The "other group" could consist of Maori people who don't agree with protest behaviour, a representative from the Maori Affairs Department, the Minister of Maori Affairs, a judge from the Maori Land Court, a Maori motel owner from the Bay of Islands, a senior police officer etc. The role-play arranges a discussion between these two groups.

2 A group of residents, citizens, of various occupations wondering how best to prevent a dangerously polluting industrial plant being built close to their town and to a precious natural environment.
The "other group" could be local body reps, mayor, business person, local M.P. reps from the industry in question, scientists, Health Department, economists, chemists, and the like.

3 A group of women in a large office or factory wondering how to get equal pay and rights with the men. They want not to make the tea and refreshments, not to go on errands but want the same work opportunities, status and responsibility. The "other side" here is easily imagined.

In all role-play situations the emphasis should be on whatever action it takes to alter the situation set up, and move toward the desired result. Such processes will bring out very important information about the laws of the land, entrenched privilege power and status positions, the choices open to the group demanding change, and the behaviours of the "other side". Also clear will be the communication problems ... Who has access to public ways of stating their case? Who doesn't? How can they get it? All the processes surrounding change will emerge ... some aiding it, others blocking it.

The Closed and Open Mind

One way of focussing on the 'how' opinions, as distinct from the 'what', is to follow the distinction sometimes made between the so-called 'open' mind and the so-called 'closed' one. The distinction was proposed in detail by William Rokeach. *(The Open and the Closed Mind, New York Basic Books 1960).* It is described fairly fully in a paperback by Derek Wright, *The Psychology of Moral Behaviour, Penguin 1971, pages 189-194.*

The table below shows some of the main things which are being referred to in this distinction. The table can be used by teachers as a rough-and-ready checklist when observing arguments and discussions amongst students. And students themselves, of course, can use such a checklist – with regard to each other, their own selves, things they read, people they see on television, and so on.

Tendencies of the 'closed' mind	Tendencies of the 'open' mind
is there inconsistency between what you say and what you do?	do you acknowledge that you are at times inconsistent, and do you try to bring theory and practice together?
is your thinking in black and white terms ... "we're all right and they're all wrong."?	do you accept that there is right and wrong on both sides?
do you have strong views about issues where you don't really have much knowledge?	do you try to look at all relevant facts, including facts which don't support your own views?
are you unwilling to alter your opinion? Do you tend to say, "Don't confuse me with facts."?	are you willing to change your mind in the light of new information or evidence?
do you make generalisations on the basis of anecdotal examples?	do you use anecdotes as illustrations, but not as evidence?
do you appeal to authority by saying, "Everybody agrees", or "So and so says", or "It says in the newspaper that ..."?	do you appeal predominantly to evidence?
do you attack the integrity or sanity of persons with other views saying, "Anyone who believes that needs their head seeing to ... "? i.e. put-downs.	do you continue to respect, and do you avoid insulting people with whom you disagree?
do you avoid mixing socially with people of other views and/or avoid reading newspapers etc with which you find yourself in disagreement?	do you welcome opportunities for reasoned argument with others, in order to clarify your own thinking?
do you find it hard or impossible to imagine the feelings of people with whom you disagree?	are you able to empathise with others even when they are people that you disagree with?

"Anything you can do to increase communication in your class will reduce your need to impose order by authority, and reduce the students' needs to rebel against that authority."

John O. Stevens in *Awareness*

4. conflict resolution

"The study of peace requires the fostering of a vision of the architecture of human co-operation as much as it requires the patient analysis of the facts on human conflict"

Vice-Chancellor, Bradford University, U.K.

Conflict Resolution

Most of us have very little background in dealing with conflict successfully. Some of us were sheltered from it as children: others had to endure too much of it when we were too young to feel that we had any control over events.

Either way, we connect conflict with fearful or angry responses, and avoid it or react belligerently. Mostly we have not had much opportunity to experience or think about other ways of dealing with conflict.

Meanwhile, conflict continues to be an everyday part of our lives, whether we bury it under the surface, from which it sometimes erupts; or whether we recognise and acknowledge it, which is the first step towards being able to resolve conflict adequately and non-violently. We do have a choice.

Choosing To Act

Any change in any situation starts when at least one person makes a definite move. Whenever we realise there is a condition of conflict, we have also recognised an opportunity to alter it by taking some action – action that may need a lot of thinking and energy, and may require overcoming timidity or fear.

Taking that first step also contradicts the idea that conflict is hopeless and that we are helpless in solving it. That hopeless feeling derives partly from our set ways of thinking – "It's always been that way ... There's no other way ... We tried that".

The activities listed include a number of ways of helping people to think about, explore and resolve conflict.

It is important to lay the groundwork for conflict resolution by establishing a spirit of affirmation, sharing and supportiveness. If this is done, conflict will be reduced and can become an enjoyable challenge.

Much conflict arises over rules and discipline. Good rules help people to behave towards one another and their environment with love, care and safety. Everyone wants to behave in this way, though hurt feelings sometimes get in the way. Good rules are best formulated with everybody having a hand in the decision–making.

When hurt feelings get in the way of positive behaviour, it is necessary to release these feelings. It is important to see the difference between releasing feelings (i.e. getting them out of the system), and acting in a destructive way that is determined by feelings.

The most effective way of helping an angry person is to listen attentively, be affirming and loving, and encourage the person to say how they feel. When the storm has passed, the individual is better able to deal with the issue. Anger is often about an injustice we have suffered.

As a result of work in this unit we might expect to find children:

- more able to release feelings of anger, hostility and frustration without hurting others
- more able to listen to others attentively
- more able to analyse conflict and use problem-solving techniques to find possible solutions to disputes
- better able to decide collectively on appropriate rules for class behaviour

ACTIVITY ONE

My Conflict Rating

Photocopy the checklist below. Give a copy to each student.
Using the scale given, indicate how typical each statement is of your likely actions in a conflict situation.

Scoring Ratings

5 Very typical of my beliefs and actions
4 Frequently typical
3 Sometimes typical
2 Seldom typical
1 Never typical of my beliefs and actions

1	Tit for tat is fair play.	1 ☐
2	The majority is not always right.	2 ☐
3	Hear me out, and I'll hear you out.	3 ☐
4	Anything goes in a dog-eat-dog world.	4 ☐
5	Don't rock the boat.	5 ☐
6	People who can't back up their opinions aren't worth listening to	6 ☐
7	There isn't anything so important that you have to fight for it.	7 ☐
8	Always say what you really think.	8 ☐
9	Don't stick your nose in where it doesn't concern you.	9 ☐
10	The arguments of the strongest always carry the most weight.	10 ☐
11	You've got to stand up for your rights.	11 ☐
12	Soft words are soonest mended.	12 ☐
13	The advantage always lies with the person who gets in first.	13 ☐
14	Speak up ...	14 ☐
15	A quick pair of heels will keep you out of trouble better than a strong pair of fists.	15 ☐
16	In a violent world, only the violent will survive.	16 ☐
17	Pour oil on troubled waters.	17 ☐
18	I'll give in a bit if you'll give in a bit.	18 ☐

My Conflict Rating

Scoring for the Checklist. The 18 questions actually contain examples of THREE basic strategies for dealing with conflict.

Aggression/Confrontation *(quite violent)*		Negotiation/Compromise *(assertive and staying involved)*		Avoidance/Withdrawal *(submissive and keeping clear)*	
Q 1	☐	Q 2	☐	Q 5	☐
Q 4	☐	Q 3	☐	Q 7	☐
Q 6	☐	Q 8	☐	Q 9	☐
Q10	☐	Q11	☐	Q12	☐
Q13	☐	Q14	☐	Q15	☐
Q16	☐	Q18	☐	Q17	☐
Total		Total		Total	

Enter the scoring from your checklist into the above table. The higher you've scored under each of the 3 strategies, the more frequently you may tend to use it. The lower your score, the less likely you are to use that particular one. Possible high in each of the three is 30, low is 6.

The results give insights into one's propensities and attitudes about how you might expect yourself to deal with conflict/dispute. Record the results in *My Journal.* Pick out contentious ones for circle opinion-sharing. Maybe do the rating again later in the year. Were there any changes? Possible reasons for those?

ACTIVITY TWO

Peace Heroines and Heroes

This is an exercise intended to focus on the lives and efforts of men and women who have found themselves in conflict situations, and who have turned their opposition to some problem into a non-violent campaign for change.

Here is a set of 12 Names:
Mahatma Gandhi, Dr Martin Luther King, Princess Te Puea, Edith Cavell, Jesus Christ, Rosa Parks, Dame Whina Cooper, Bob Geldof, Archbishop Romero, Joan Baez, Karen Silkwood, Te Whiti-o-Rongomai.

In each instance find out:
- When the person lived (if not still living).
- What problem they faced (possibly more than one).
- Who or what formed their opposition?
- What was the outcome of their stand, about what they believed in?
- What tactics did they use in their campaign?
- Your evaluation of the degree of their successfulness.

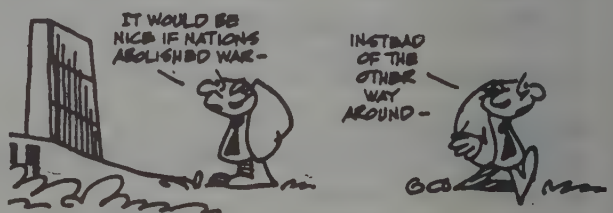
Class could work on this in smaller groups of 2 or 3 and then each present a brief report during a debriefing session.

ACTIVITY THREE

Violence Survey

This needs to be set up a week or so before the class gets together to do the work. Each student needs a dozen or so news clippings, with content of conflict/violence/ dispute. Have a few newspapers available for the forgetful or the "too tireds". The exercise begins with a sorting of the whole collection on a pin board or other suitable display space.

The headings could include:
- violence in our town/community
- violence against a child
- violence against a woman/women
- violence in an overseas country
- violence out in the streets
- violence between two groups
- violence between enemies
- violence/dispute in the workplace
- violence committed by a state



As clippings are allocated a place, much good discussion will happen. One aim of this activity is to show that the "peace" we say we have is a very partial peace to say the least. It is quite definitely peace for some and not for others. We need to look at all unpeaceful things and see what links there are to be made into OUR lives. We need to look at all peace issues, not just open warfare, if we are to become aware and educated about true peace, or about how best to tackle the questions of resolving conflict positively.

Pick 6 or 8 of the clippings. Identify the two sides of the violence/conflict in each case. How do we describe them without prejudice? What prejudices exist that we have to watch out for? Do some "tracking-back", trying to find out what the originating causes of each item might be. Also important is looking at the after effects of each case on innocent and sometimes distant others. The social costs, courts, prisons, hospitals, the victim(s) ... issues such as permanent harm, physical/mental. The whole field needs to be explored. Is violence natural? Inevitable? Preventable? What answers can we assemble as we examine the issue? Should we do nothing and hope? Where do we look?

The natural follow-on to this exercise is ACTIVITY FOUR below.

ACTIVITY FOUR

Twelve Points Of View

Use the *Newspaper Report* sheets from the Resources Section. This gives a brief press report of a bashing. It is followed by statements about such violence from 12 different sources. Divide class into groups of 5 or 6 persons. Each group gets a photocopied *Newspaper Report* . They can take turns reading around until all the viewpoints have been aired. The object of the exercise is to get each group to pick out from the different viewpoints the elements they want to combine in order to come up with their solution regarding treatment of the offender. However, they MUST address the following:

1 People in society must be protected as far as is possible from such behaviour.
2 Action taken against the offender(s) should be that which makes re-offending less likely.
3 What causes could we try to change so that re-offending would be less likely?

Their solution must contain those three elements. At each of the three levels the group should try to make three positive recommendations. Consensus is desirable for this task. Group sharing of decisions reached is valuable...to what extent is there general agreement? Are there differing solutions? Discuss the possible effectiveness of the solutions.

ACTIVITY FIVE

Mediation *(thanks to Jill Moseley and Lyn Blunt of Christchurch for the basis of this exercise).* The aim here is to look at ONE of the eight options that are listed in ACTIVITY SIX overleaf. By working through a hypothetical dispute situation students will learn the basic skills behind the mediation process and begin to test and use some of those skills when they have conflict to deal with personally, or maybe have the chance to act as a mediator for others who are confronting each other.

Set up a hypothetical dispute, e.g. Two friends (age to suit your group) have got into a heated argument about where to go together one Friday night. They can't agree, and are now very angry, shouting and abusing each other, almost coming to blows. They've been good friends for quite a long time and nothing like this has ever happened to them before.

Steps for mediation *(this is also for teachers helping in disputes)*

Do's

- Do get the issues clear. Recognise that there is a real problem.
- Do disarm the situation by asking parties, one at a time to say what they DID, starting with, the pronoun,"I...". Accusations are out, i.e. not allowable.
- Do have parties face each other.
- Do make sure that each person knows they have been heard and understood.
- Do ask each party in turn what they need the other to do in order to make co-existence possible.
- Do direct each party to state their needs to the other, using names and facing the other person, e.g. "Susan, I need you to ... ".
- Do ensure that both sides have been heard and that the agreement is understood.
- Do set a time to evaluate the solution. Agree to alter arrangements made, but only through further mediation if needed.

Don'ts

- Don't allow parties to get into past history.
- Don't allow them to say what the other person did.
- Don't allow them to get the mediator on one "side".
- Don't become an enforcer or punisher.
- Don't solve the problem or "rescue" the parties involved in the dispute.
- Don't ask probing questions like, "Why did you do that?"

Some Possibilities

- Capitulate (one party moves to the other's side voluntarily).
- Compromise (each side moves to middle ground).
- Co-existence (Agree to stop the argument, and agree to differ).
- An alternative (neither gets full wishes, but each gets something that is new, and acceptable).

NOTE: The most important point is that the parties have to rescue themselves ... come up with their own solution. This builds skills which they can call on in future when an outside mediator may not be available.

Action Role-Play

Pick two students, set up the "argument" and act as mediator yourself, in front of the whole class ... dropping in and out of mediator role to explain the process, and arriving at a solution.

Put students into groups of 3. Set up another dispute and allow 5-8 minutes for process to happen. The steps need to be displayed somewhere, so that all can refer to them.

Debriefing: Bring groups together and compare solutions reached. Discuss the pros and cons of these solutions.

ACTIVITY SIX

Eight Ways

An exercise which simply looks at 8 options for dispute/conflict solving that are currently used in our society. All have had, and continue to have, their successes. This activity looks first at the process which each way employs. This is a discussion/ comparision task to be done by the whole class.

Action Follow Up:

Break class into smaller groups of 5 or 6 and give each group a hypothetical dispute to look at. *(see ACTIVITY 15, Section 3,* or make one up.) Group is to arrive, by consensus, at a decision about which of the 8 options listed they would apply to the dispute. (If they want to use more than one option, they must indicate the order in which they will be used). The group must be prepared to give their reasons why they think their choice(s) will work.

1 Judicial Processes

These remove the ultimate power of decision from parties to the conflict. Judicial settlements are usually confined to legal questions and are therefore limited to existing patterns of thought.

2 Arbitration

This involves settlement of the dispute by a tribunal which gives effect to existing law and binds the parties. More flexible than judicial processes but strong emphasis on decision imposed by "outsider".

3 Conciliation

This is concerned with activities that help lead the parties to agreement, e.g. by checking facts and assertions. Its success depends partly on the relationship between the conciliator and the parties.

4 Mediation *(see also ACTIVITY FIVE, this Section)*
This implies participation of a third party in negotiations between the conflicting parties. The role of mediator is to present the cases of the parties to each other. In short, the mediator is a channel of communication.

5 Good Offices
This involves assistance by a third party as an observer to ensure useful negotiations. It is more passive than mediation, and may be little more than arranging for the parties to meet.

6 Supportive Techniques
These may include case work and social work to provide a structure in which two parties can identify the problem, and understand the nature of their relationship. No suggestion or persuasion is involved.

7 Controlled Communication
This is a step further towards direct negotiation between the parties. A third party is present, to inject into the discussion new information not about the dispute but about conflict as understood through theoretical analysis and empirical studies. The aim is to establish conditions for de-escalation of the conflict and to extend the range of choices available for co-operation – to present the conflict as a problem to be solved rather than a contest to be won.

8 Negotiations
These occur between the parties without a third party. The parties retain complete independence of decision. The danger is that the stronger party may dominate and the decision reached may sow seeds of future conflict.

ACTIVITY SEVEN

Group vs Group
A useful, practical, dispute-resolving exercise. Divide class into two groups.

Situation
Both groups have planned an indoor activity during a wet winter lunch-hour. Both find to their dismay and extreme irritation that the other group thinks they too have booked the space for the identical time. No alternative spaces are available. Each group intends to use the space for a very different (and utterly incompatible) activity that makes it unreal for splitting of the space to be considered.

Allow each group a few minutes (8-10) to plan their tactics. This is very interesting because there are likely to be quite wide differences of opinion over courses to take. Agreement HAS to be reached.

Teacher (or a skilled student) *then* goes into role as mediator. Each side presents case (insist on a number of people on each side speaking). Individuals can be brought in to role play other actors, e.g. Principal, the teacher whose classroom is in dispute, the caretaker etc. If time allows, several different tactics could be brought to bear. The goal is a solution where there are no winners and no losers. Exchange goes on until this end is reached. Evaluation of success or failure of tactics is a useful extension during debriefing,

as well as, how people felt about various behaviours from others and within themselves.
NOTE: Other situations can be created along similar lines.

ACTIVITY EIGHT

Out of the Hat

Facilitator will need a copy of the following statements, so that each can be cut up and pasted to a card of size small enough to be put into a hat or suitable box so that a draw can be conducted.

All these responses have come from senior students of secondary schools in Aotearoa. Any ONE could cause conflict between people.

Divide class into groups of 2-3 people. A person from each group draws a card out of the hat. Another person from the small group takes a second card the next time around. This gives each small group two cards to respond to.

Statements:

1 Why don't world leaders realise they have the whole world's lives in the palms of their hands?
2 Why do people who've been discriminated against get put in jail when they've stood up for their rights as a person?
3 Where did racism originate from?
4 A war won't annihilate the world.
5 I reckon nuclear weapons are okay to have because they might come in handy one day.
6 I want a career in the Armed Forces, but if Peace Groups continue there will be no Armed Forces.
7 How will French Nuclear Testing affect the future of us here in New Zealand?
8 I think nuclear energy is the answer to the problems of today.
9 Our generation didn't start the nuclear arms thing. Why should WE do anything about it?
10 What can you possibly do when nations spend millions a day on arms and yet millions of people are starving, need food, clothes and education?
11 What are the feminists about? Women want men to dominate them.
12 People have no right to interfere with international sporting arrangements.

Action

One person "scribes" for each card.

Group is to address the following:

- What do you SAY to the person who wrote this card? This can be questioning, or it can be to give the writer more information that she/he apparently does not have.
- What does this group need to do to alter the position expressed by the writer?
- Does the group agree with the writer? If so what other points could you think of that support the writer's views?
- If the writer has set out a question, how does your group feel is the best way to answer?
- These outcomes are recorded.
- Class comes together and recorders read statements and give their group's responses. Discussion will arise from this process. Use it positively. An alternative source of comments for making the cards could be another class in the school or one's own class perhaps.

ACTIVITY NINE

Memory

An activity that should help to focus attention on aspects of the skill of conducting discussions. It will help in two ways. It will help arguers to see how some of their methods work against their own point of view. It will also assist individuals to improve their skills and develop even greater tolerance and understanding.

Arguments	Discussions
Loud, angry, harsh tone of voice	Quiet, calm, even tone of voice
Interrupting	Letting the other person finish a point before you start to speak
Changing the subject	Sticking to each point until you've worked through it
Insults, put-downs, sarcasms	Treating the other person with respect and friendliness
Exaggeration (terrible, evil, never, everybody, always)	Using careful, exact words
Pushy or threatening body language	Using calm face and hand motions
Talking fast, rushing	Taking time
Thinking only of your next point instead of listening to the other person's idea	Listening carefully and seriously considering the other's views
Faking it if you don't know something, never admitting the other person has a good point	Saying "I don't know" if you don't. Agreeing with the other person's good points
The goal is to win	The goal is to find the truth

Each student will need a copy of this checklist above, entitled *Arguments/Discussions.* It is to be placed face down on the table. At a given signal, students are to concentrate on reading and memorising any of the points the list sets out. A time limit is given. Probably 2-3 minutes. No writing to be done. Lists are then turned face down. Students then try to write down as many of the points as possible from memory. Now, the object is NOT to run a contest to see who has top score, but to see which of the points appear to be best remembered. Therefore the debriefing is for facilitator to read each point through and then ask how many persons recalled and recorded that point. In this way a tally for each point can be established. The interest and subsequent discussion arises from the order of remembrance that the class has created.

Checklist can be re-drawn in larger lettering and become one of the classroom wall-charts, for future guidance and reference.

ACTIVITY TEN

Waitangi

This activity focusses attention on a major source of feelings of injustice and conflict in Aotearoa, and aims to improve everyone's awareness and understanding of that conflict's background.

Each student will need a photocopy of the cartoon strip from the Resources Section entitled *Waitangi – Another Viewpoint.* The activity can be individual or group work.

- List any facts stated that provide information you had not ever seen or heard before.
- Look at the names at the end of the second line. Find out 3 facts about each name.
- Look at the boxes in the final frame. Find at least two further pieces of information about each small box.

Hold a class discussion about the cartoon as a whole. Accept any opinion or viewpoint as valuable. Put the question at some stage, maybe in conclusion ... *"What are some of the possible outcomes if all New Zealanders do not look at what changes we need to make to try to settle race conflict in Aotearoa?"* Ask class to discuss and list their recommendations for change.

A good question to drop in ... *"What does the Treaty of Waitangi promise the Maori people?" or "Which promises have been broken/kept?"*

STANLEY!
PEACE!
OKAY JACKSON. SO I'M WHITE AND YOU'RE BLACK...
..SO WHAT DIFFERENCE DOES THAT MAKE? WE ALL CONTRIBUTE TO SOCIETY!
I MEAN EACH GROUP HAS RECEIVED SOMETHING FROM THE OTHERS.
YEH.
..WE GOT YOUR LAWS AND YOU GOT OUR LAND..

ACTIVITY ELEVEN

The "I Would Rather Be" Game

This is a very flexible activity and can be adapted to many immediate needs that may arise ... to stimulate discussion and resolve conflicts as they arise.

Facilitator states the alternatives open. Students move to one or two (or three, even four) indicated areas. No discussion.

Once students have moved, each group settles down to see what each individual gives as her/his reason for being with that option. A recorder lists these.

Class then reconvenes. Recorder reads out the list of reasons given by students for each choice area. This gives everyone the chance to hear the range of reasons, not just for their own choice, but for other choosers as well. All given reasons must be aired.

Every time a new set of options is stated, someone else does the recording.

NOTE: Keep teacher intervention to a minimum ... let students work out for themselves why they chose one option from the other(s).

Debriefing:

Use circle group to talk about how we make decisions when there are conflicting options available.

A range of self-understanding skills exist. These can be looked at and listed.

Sample option statements: (Alter these or modify them as you wish.)

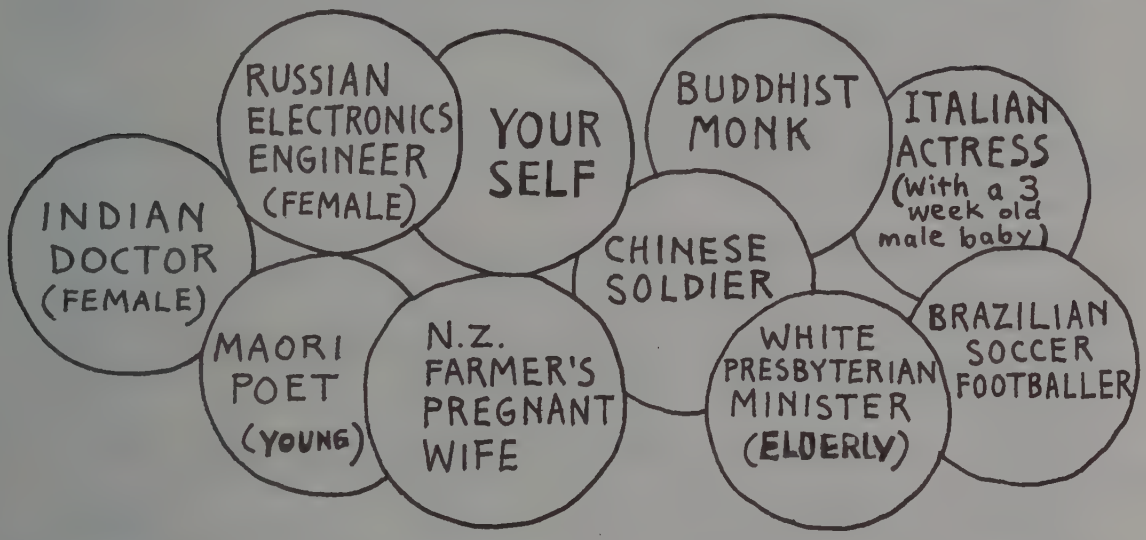
- If you were a convicted drunken driver ... I would rather be fined a large sum and lose my licence OR go to jail for a 14 day sentence?
- I would rather tell a lie and not be found out OR tell the truth and accept a punishment (unspecified)?
- I would rather be clever and successful with a well-paid career OR happy and healthy with few worries but not very rich.
- I would rather be a solo parent OR have a permanent long-term partnership.
- I would rather be a good swimmer OR a good mathematician.
- I would rather be imprisoned unjustly OR confess to something I did not do. (Good for Human Rights studies)

ACTIVITY TWELVE

Which Ones

This gives students the chance to think very hard about their own priorities and values ... also to see that when you are in conflicting situations, the future must be considered.

Facilitator states scenario as follows:
Planet Earth is doomed. A fantastic spaceship has been built (which can carry ten people only) and it is to leave shortly to seek a planet where human life may survive. It is in some other solar system. A computer has selected ten persons. They are:



At the last moment the computer indicates that the craft must take on more fuel. This means that 3 people have to be left behind. Which three?

In this exercise, open up discussion about what criteria get applied to the choosing process. If one person is to be saved, what do you look at to decide whether their rights come before other considerations? What rating system do you apply? Justify it.

A wonderful game for intense and spirited exchanges. Whole class or groups ... smaller groups seem to give better sharing of time.

From Fellowship of Reconciliation Leaflet *How to Practise Non-violence*

Basic Ground Rules
- Define your objective. Focus on issue at hand, not wider.
- Be honest. Try to win opponent's respect by being truthful.
- Love your enemy. Do not ridicule or humiliate.
- Give your opponent a way out.

Five Strategic Steps
- Investigate. Get the facts clear.
- Negotiate. Try to get a solution by direct communication.
- Educate. Yourself and the public.
- Demonstrate. In orderly manner.
- Resist. With discipline and suffering on yourself, not opponent.

Eight Rules For Personal Conduct
- Be creative
- Be helpful
- Be forthright
- Be calm
- Be humble
- Be friendly
- Be firm
- Be forgiving

"The time has come for people to experiment with non-violence in all areas of human conflict, and that means non-violence on an international scale".

Dr Martin Luther King

What Are Your Students Doing?

1 **Analysis of the Background**
Are students learning concepts to do with the background of contemporary problems – for example, power, authority, decision-making, distribution of wealth, conflict of interest, consent/dissent?

2 **Appreciation of Other Cultures**
Are students learning to appreciate achievements and insights in cultures other than their own – for example achievements in literature, music, visual arts, architecture, design etc, and insights in religious beliefs and political ideologies?

3 **Communication Across Cultures**
Are students developing skill in cross-cultural communication? Are they learning, for example, to cope effectively and responsibly in social situations in which they encounter prejudice against them, or in which they themselves are ethnocentrically prejudiced?

4 **Concepts of Action**
Are students developing understanding of concepts such as the following: governmental action, grass-roots, reform, revolution, pressure, constitutional, rule of law, armed struggle, non-violence, rights? *(see Vocabulary lists in Section 8 part three).*

5 **Empathy**
Are students learning to imagine accurately other people's feelings, perceptions, expectations, intentions etc, including those of people who belong to cultures or societies different from their own?

6 **Global Problems**
Are students developing understanding of problems which cannot be analysed unless they are seen in a global context, and cannot be managed without international co-operation – for example, problems to do with poverty, violence, oppression, the environment?

7 **Information**
Are students learning basic unchallenged facts about the modern world – dates, events, names and location of countries, prominent people, raw materials, political systems, beliefs, customs etc?

8 **Insight Through Studying Others**
Are students developing insight into human nature and human society, and therefore insight into their own culture and society, by studying societies and cultures other than their own, through direct contact whenever possible?

9 **Justice**
Are students developing the view that relationships between human beings, and between groups of human beings, should be based on principles of justice? Have they studied the U.N. Human Rights documents?

10 **Own Bias**
Are students aware of the ways in which their own viewpoints and perceptions are affected and limited by the culture, class, society, nationality etc of which they are members?

11 **Participation in Local Affairs**
Are students developing skills relevant to participation in the social and political life of their local community – skills involving group decision-making, communication, basic rules of democratic procedure etc?

12 **Participation in School**
Are students developing competence in making or influencing decisions which affect themselves at school – for example, decisions to do with the running of the school, and with the organisation of their own studies?

13 **Participation in World Society**
Are students developing competence in exercising influence – for example, through their patterns of consumption and leisure, political activity, fund-raising, affecting public opinion, pressure on decision-making etc – world society as a whole?

14 **Personal Relationships**
Are students developing respect for the rights and feelings of the people with whom they are in closest personal contact – each other, their families, boyfriends and girlfriends etc?

15 **Respect for Reason and Truth**
Are students learning to examine ideas critically, to give and expect reasons for opinions, and to change their views in the light of new evidence?

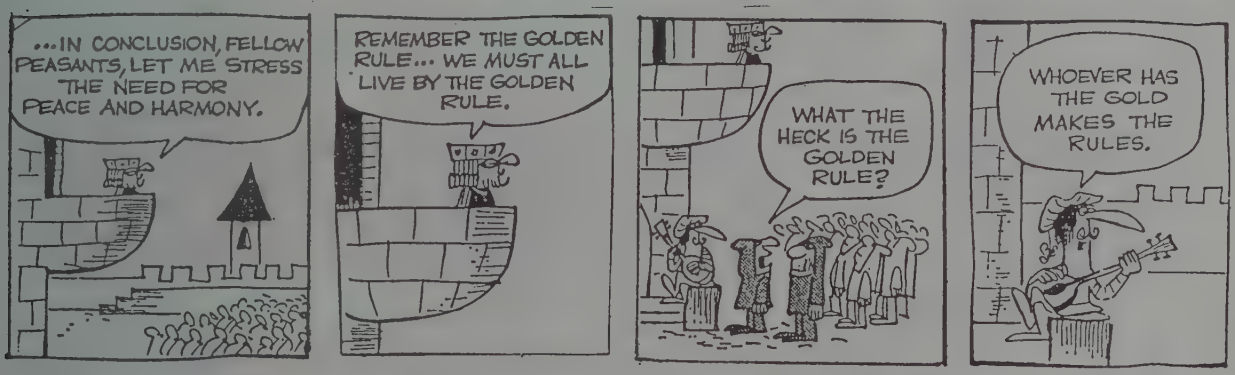
16 **Schools in Society**
Are students developing understanding of the ways in which education generally, and their own education in particular, is affected by the distribution of power and wealth in society at large?

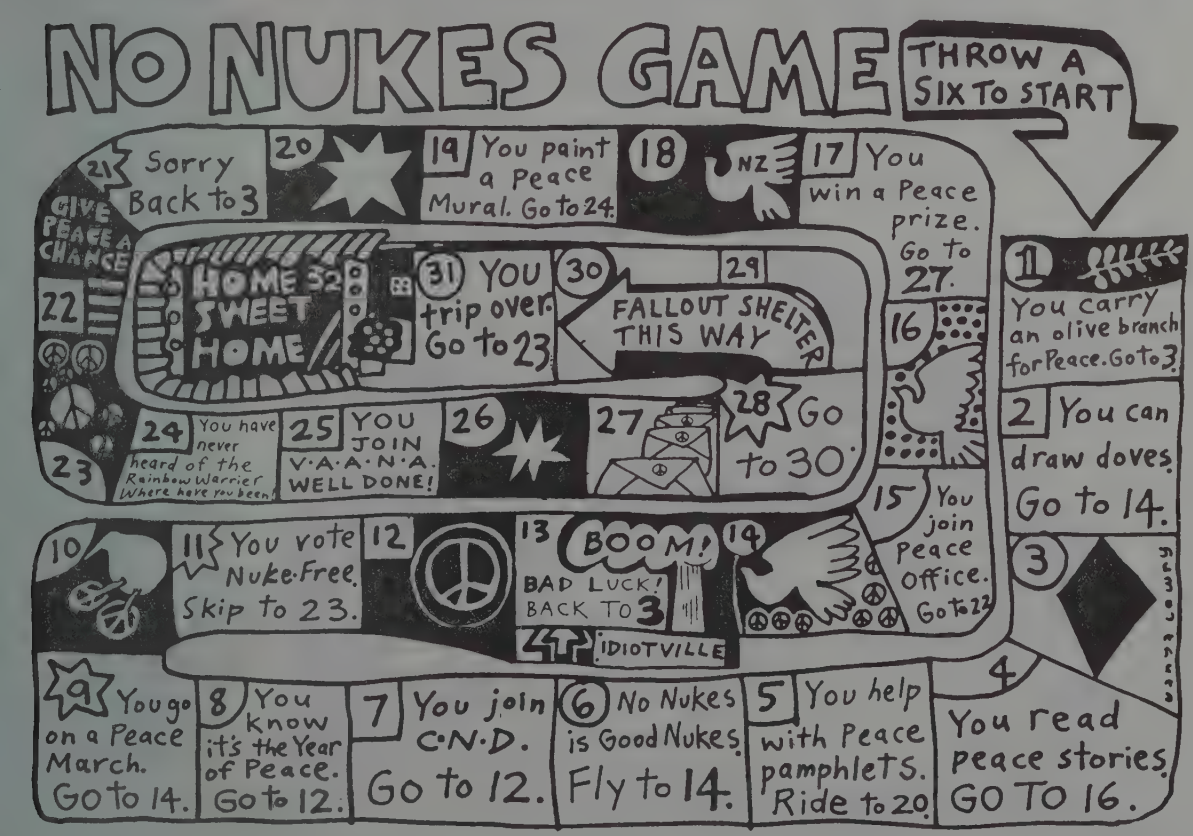
17 **Self-Confidence**
Are students developing a basic self-confidence – a sense of their own worth as individuals, realistic trust in their own ability to cope with problems, and respect for their own culture?

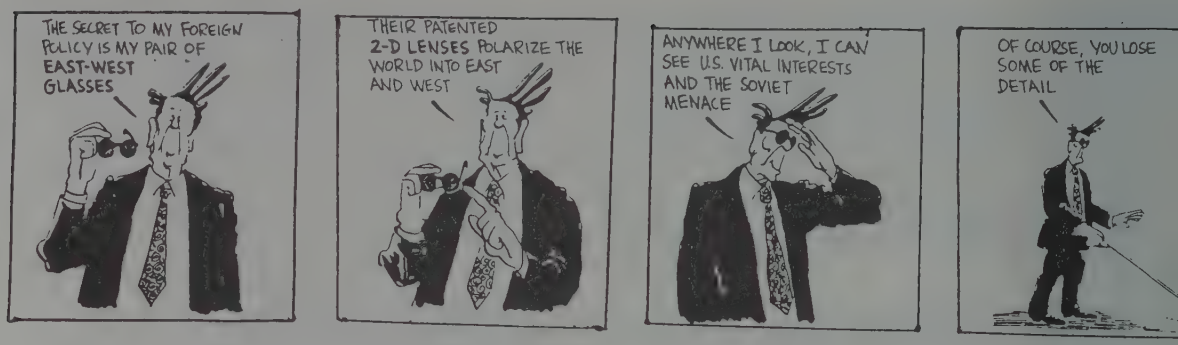
18 **Self-Interest in World Society**
Are students developing understanding of the ways in which the pursuit of their own interests requires, in an interdependent world, co-operation and co-ordination with people in other countries?

19 **Solidarity**
Are students developing concern for, and solidarity with, the victims of events and social processes? In particular, are they developing solidarity with the poor and oppressed, and in other countries as well as their own?

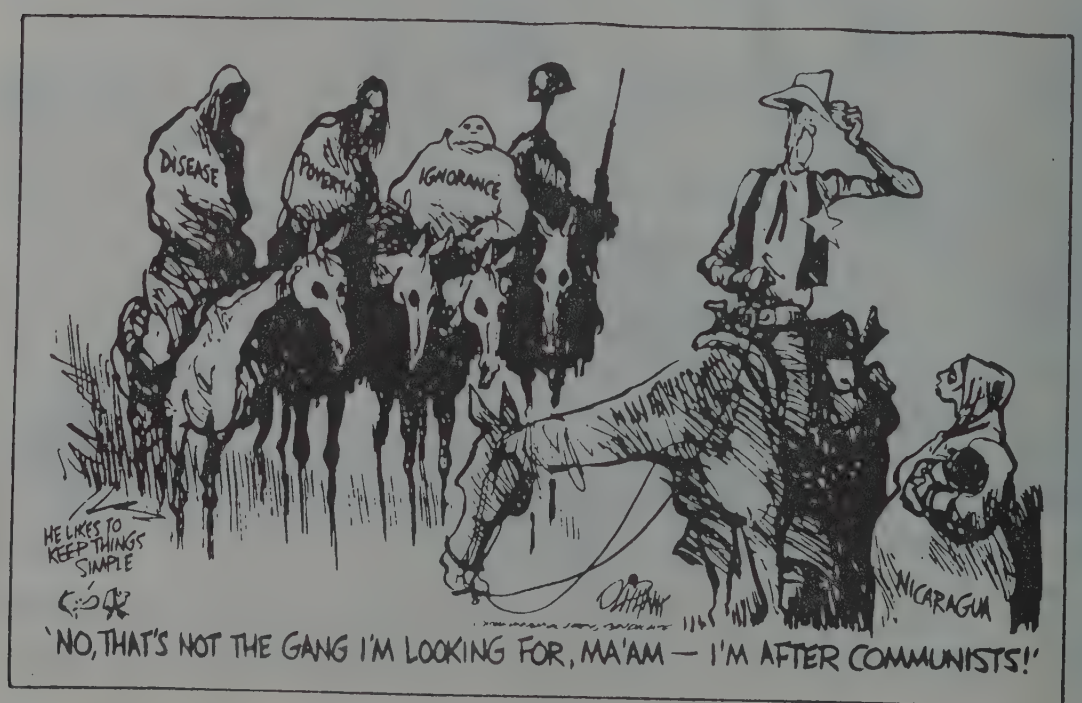
20 **Things in Common**
Are students learning to identify the main things which all human beings have in common, regardless of their culture or nationality – in particular, the aspirations which are evoked by terms such as self-fulfilment, self-worth, sense of meaning, creativity etc?


...IN CONCLUSION, FELLOW PEASANTS, LET ME STRESS THE NEED FOR PEACE AND HARMONY.
REMEMBER THE GOLDEN RULE... WE MUST ALL LIVE BY THE GOLDEN RULE.
WHAT THE HECK IS THE GOLDEN RULE?
WHOEVER HAS THE GOLD MAKES THE RULES.


NO NUKES GAME
THROW A SIX TO START
1 You carry an olive branch for Peace. Go to 3.
2 You can draw doves. Go to 14.
3
4 You read peace stories. GO TO 16.
5 You help with Peace pamphlets. Ride to 20.
6 No Nukes is Good Nukes. Fly to 14.
7 You join C.N.D. Go to 12.
8 You know it's the Year of Peace. Go to 12.
9 You go on a Peace March. Go to 14.
10
11 You vote Nuke-Free. Skip to 23.
12
13 BOOM! BAD LUCK! BACK TO 3
14
15 You join Peace Office. Go to 23.
16
17 You win a Peace prize. Go to 27.
18 NZ
19 You paint a Peace Mural. Go to 24.
20
21 Sorry Back to 3
22
23
24 You have never heard of the Rainbow Warrior Where have you been
25 YOU JOIN V·A·A·N·A. WELL DONE!
26
27
28 Go to 30.
29
30 FALLOUT SHELTER THIS WAY
31 You trip over. Go to 23
32
HOME SWEET HOME
GIVE PEACE A CHANCE
IDIOTVILLE


THE SECRET TO MY FOREIGN POLICY IS MY PAIR OF EAST-WEST GLASSES
THEIR PATENTED 2-D LENSES POLARIZE THE WORLD INTO EAST AND WEST
ANYWHERE I LOOK, I CAN SEE U.S. VITAL INTERESTS AND THE SOVIET MENACE
OF COURSE, YOU LOSE SOME OF THE DETAIL

HATE & KILL


DISEASE
POVERTY
IGNORANCE
HE LIKES TO KEEP THINGS SIMPLE
NICARAGUA
'NO, THAT'S NOT THE GANG I'M LOOKING FOR, MA'AM — I'M AFTER COMMUNISTS!'

5. Fostering hope - looking at futures

"Think about the kind of world you want to live and work in. What do you need to know to build that world? Demand that your teachers teach you that."

Paul Goodman in *Growing up Absurd*

Fostering Hope ... Looking at Futures

Because much of the information which peace studies brings out can be depressing, it is essential to incorporate activities which focus on positive things being done, peace-building changes that ARE actually happening, the growing tide of public opinion, and positive education FOR peace.

Students need to become aware of all the forces of peace that are actively opposing unpeaceful behaviours. They need to learn of the successes of peace. *(See ACTIVITY TWO in the Conflict Section).* They must be told of the groups, both Government and non-Government organisations, that are contributing in some way to the building of peace, know of their work, see the impact and effect of that work and feel the hope that comes from DOING something about the array of problems. They can join that "doing". The first step is learning about what is going on.

Students also need to understand that desired futures won't just come into being haphazardly, through some belief myth that "human affairs always tend to improve themselves, and thus the world becomes a higher quality place". Reality and history do not support that model. Future options can be envisioned, desired, planned for and brought into being.

What this requires is examining the options, choosing, and acting for change NOW. Too late waiting for catastrophes to happen and then crying, "Wait, this wasn't planned. It's not what I/we want". They DO have a part to play in building their future. It is the responsibility of teachers to demonstrate clearly what that part is, by looking at all the options.

Students can learn the processes involved, practice them at appropriate levels, gain confidence and hope from their successes, and begin to feel that they are no longer powerless, and so become effective participatory young citizens.

"Everytime a person stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, that person sends forth a tiny ripple of hope."

Senator Bobby Kennedy, U.S.A.

ACTIVITY ONE

Towards a World View *(More suitable for senior students)*

An introductory exercise that will help students start the process of seeing themselves not just as members of an affluent society, but as a very small part of an enormous human family of great diversity.

If students are to look at world studies in order to begin to understand the problems of global peace, then an activity like this one provides basic information about realities that they must consider, as a starting point.

Each student will need a photocopy of the *100 People* sheet (In the *Resources Section*) OR can draw 100 stick figures set out on a sheet of paper in rows of ten.

As each question is asked, students should guess the number of human figures they think will be the correct answer. Record these as the questions are asked. Do NOT mark the sheets at this stage.

Here are the questions:

People
Here are 100 human beings. Imagine they represent the whole population of the world. Supposing you wanted to talk to them.

- What language would be most useful, and how many of the 100 people would understand it?
- How many would understand the next most useful language?
- If you learnt the ten commonest languages in the world how many of the 100 people would you be able to talk to?

Then what about religion?

- How many of these 100 people would probably have been in a Christian church at some time or other in their lives?
- How many in a Muslim mosque?
- How many would be Hindus?
- How many would be Buddhists?
- For how many of the 100 would the names of Karl Marx, Lenin and Mao Tse Tung be more famous, more important, than names such as Christ, Mahomet, Krishna, Buddha?

What about regions?

- How many of the 100 would be from the 'North West' of the world (North America and Western Europe)? How many from the 'North East' of the world (USSR and Eastern Europe)?
- How many from South America, from Africa, from China?

What about race?

- How many would be "white"?
- How many would be "brown"?
- How many would be "black"?
- How many would come from East Asia?

What about food?

- How many people suffer under-nourishment?
- How many are overweight?

The answers appear below:

Language
The most useful language would be Mandarin Chinese, and 16 of the 100 people would speak it. 9 would speak English, 6 Russian, 5 Hindi, 5 Spanish, 3 Arabic, 3 German, 3 Japanese, 3 Portugese and 3 Bengali. With these 10 languages you could speak with 56 of the people.

Religion
25 of the 100 people would have been in a Christian church, even if only as a casual visitor, 13 would be Muslims, 13 would be Hindus, 5 would be Buddhists, and about 34 would be Communists.

Regions
9 people would come from Africa, 9 from East Europe, 34 from East Asia (20 from China), 8 from Latin America, 1 from Oceania, 20 from South Asia, (14 from India), 3 from West Asia and 10 from West Europe.

Race
35 would be 'white', 20 would be 'brown', 10 'black', and 32 would come from East Asia.

Food
About 20 of the people would not have enough to eat. About 10 would be overweight.

After the exercise, the correct answers are read out and at this stage students can correct their guesses. The correct numbers on their *100 people* sheets can now be circled, and the number written in that circle in each case. Also in each circle should be written what the line enclosure refers to. The completed "people sheets" can then be used as reference sources for follow-up discussion about the world community, resource/food inequalities or race/religion studies. (They can become part of *My Journal* (*see Section 1, ACTIVITY ONE*)

ACTIVITY TWO

Risks Versus Gains

This activity lists a number of practical actions that any/all nations could undertake. All it needs is the strength and determination of its people and their leaders.

Each action would have immediate benefits of many kinds. Each action would involve taking a risk, or risks, or sacrifices.

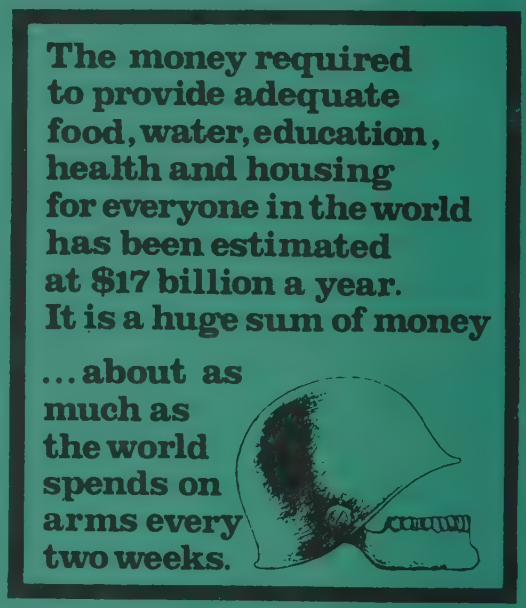
Take a copy of the checklist and go off into small (5-6) groups. Read each item.

Working as a group, brainstorm for risks; the same for gains. Try to get at least two of each for each item.

Go right through the list in this way. Share the scribing ... everyone should have a turn at recording the group's deliberations.

Come back into class group... each small group can report back on two or three items from the checklist.

Provides lots of ideas and opinions for discussion session.


The money required to provide adequate food, water, education, health and housing for everyone in the world has been estimated at $17 billion a year. It is a huge sum of money
... about as much as the world spends on arms every two weeks.

Here is the checklist:

- reduce military spending
- cease the design and production of ever more deadly weapons systems
- reduce or eliminate nuclear weapons
- reduce or eliminate arms sales among the world nations
- increase economic aid among countries according to need
- increase scientific, cultural, and educational exchange among countries
- greatly extend the efforts to enable the poorer, less privileged people of the world to be fed, clothed and housed
- try harder to eliminate political repression and to secure human rights and freedoms for all
- increase efforts to stabilise world population, not just "over there" but everywhere, here also
- increase efforts to ensure a more equal sharing of the planet's resources (of all kinds)
- to pass laws that will effectively force all organisations that create pollution to "clean up their own mess"

Discussion can centre on which might be easiest to implement, which might be hardest, and why in each case?

Follow up:
This exercise was mainly a global-oriented one. Another session could use a checklist with items that were nation related; or one with local relevance.

ACTIVITY THREE

Boss of the World

This is an imaginary goal-setting exercise that really gets students face to face with trying to answer the question, "Well what would YOU do?"

They are to imagine themselves as having total power; the only limitations to that are that they must not list any action that would cause unnecessary suffering, nor do they have any right to make negative life or death decisions about other people.

Before they enter an "I would" on their list, they are to do their best to give due thought to all the implications of their decision, i.e. try to see as many of its consequences as possible. They are to try for 10-12 statements. *(Allow up to 15 minutes.)* This is individual work to begin with.

They begin with, "If I were boss of the world I would ..." followed by any of the following words: (add others as desired)

- accept
- create
- order
- ensure
- initiate
- command
- act to
- develop
- take steps
- instruct
- continue
- deliver
- begin immediately
- request
- insist
- select
- demand
- legislate
- pursue
- change
- issue
- alter
- protect
- prevent
- provide
- remember
- be aware

Before re-joining the class, ask each student to look at their own list and pick what they would implement FIRST.

The whole-group sharing can then allow each one to share their top priorities. This could become a wall list e.g. the TEN MOST URGENT things that we would do if we were BOSS of the WORLD.

Subsequent use of the material this activity stimulates can be invaluable in focussing students' attention on what is possible once people begin to think and question.

Another Follow-up:

Look at the list of ten MOST URGENT THINGS. Brainstorm around the group and list on a large scribble paper the obstacles that the group thinks might prevent the implementation of each item.

Take these obstacles and hold class discussion on what they consider would be the best ways of overcoming the obstacles they have identified.

ACTIVITY FOUR

Who's Doing What

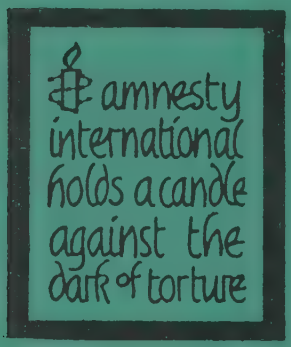
This carries on very logically from the last exercise. It also fills the very important function of assuring students that although their world is full of serious problems that will affect their future, there are active international organisations working full time toward resolution of those problems. The activity will also make the future look more hopeful, as the successes and achievements of these groups are brought out.

List on a wall chart or the blackboard, the following organisations:

IPPNW ... International Physicians for the Prevention of Nuclear War.
Amnesty International.
The International Red Cross.
Greenpeace.
CND ... Campaign for Nuclear Disarmament.
SANA ... Scientists Against Nuclear Arms.
Friends of the Earth.

The United Nations. (UNICEF, WHO, FAO, UNESCO)
Volunteer Service Abroad.
CAAT ... Campaign Against the Arms Trade.
International Court of Justice.
E.S.R. ... Engineers for Social Responsibility
(others may come to mind).

Womens International League for Peace and Freedom WILPF



Amnesty International

UN Disarmament Campaign

International Year of Peace 1986

Greenpeace

Work through these, using any method that you feel is appropriate. The outcome should be that students will end up with an understanding of who and what each group are, and what their energy is directed toward.

There are examples of the successes of each ... all are hope-inspiring.

It may be possible to have into the classroom a speaker from one or other of those organisations. This is also a good opportunity to draw the distinction between state-funded bodies and non-governmental organisations.

- Why are people these days joining the NGO's in increasing numbers?
- Why have Great Britain and the USA refused to continue the funding of UNESCO?
- Why did a nation-state use its spies illegally to attack the peaceful vessel of a NGO (Rainbow Warrior) in another nation's port? Looking at the work of groups listed provides a wonderful start-point for useful learning of many kinds.

ACTIVITY FIVE

Don't Get Involved

This exercise looks at some of the reasons why people "do nothing".
Use the sheet of cartoons called *Fighting Shy* from the Resource Section.
All the individual drawings show more than one person.

Discuss firstly with the whole class the issue that each one raises, e.g.

That it is a caring and responsible thing to do to assist disabled people in our community, if such help is required for their safety or well-being.

Each cartoon can be assigned a positive statement of that kind, and the class should do that, for each one.

Now break into smaller groups. Talk about what communication is going on in the drawings. The object of the activity is to write the next part of the script, i.e. "What does the other person in the picture say next?"

In the disabled person example, for instance the child might respond to the adult with him, "But there isn't anyone else nearby and there's a car coming. I'm going to help him, you go on ahead and I'll run to catch you up" ... OR "If it was you that was blind you wouldn't say that."

Looking at the words that students put into the mouths of the others will provide a rich resource as a start to look at why people don't DO more about what's wrong. The door is now open to look at answers like:

"I'm too busy, I just don't have time."
"Things are okay the way they are."
"The little bit I'd do couldn't possibly help."
"It's hard enough keeping my head above water now without taking on extra worries."
"Stirrers always get themselves into trouble."
(and others will emerge)

Follow Up:
There is a good opening here to look at the cartoon frames that show people in other countries where civil liberties are not properly upheld. What difference does this make when we are looking at the scripts we write? Or have written? How would WE feel if faced with that kind of problem? What rights do we have access to, that some others don't have?

I LOOK ABOUT ME - I SEE POVERTY, HUNGER, DISEASE! I SEE MANY PEOPLE STRUGGLING TO GET ENOUGH TO LIVE WHILE THE RICH DIE OF OVERWEIGHT!
I SEE TYRANNY! OPPRESSION! GREED! INEQUALITY! PRIVILEGE!! WHAT CAN I DO?!!
DON'T LOOK!

ACTIVITY SIX

New Society

This is a short debate followed by circle discussion activity. Tell the class: "There has been a revolution in this country. The new National Authority has decided most changes but can't agree on two issues. It wants your help. There are two points of view."

At this stage divide your class unequally. If you have 30, 24 and 6 would be appropriate.

Tell the small group, "You are very keen on the idea of communal ownership of land and assets. You want a society where a street, or group of households will share things like washing machines, TV's, cars etc ... and where land isn't owned by individuals, but by all. Land is used by people as they need it, as is seen fit by the people who live near any space, the use of which is in question, and is seen as appropriate by a local overseeing representative authority. You also differ from the other group over education. You want formal education to offer practical skills like horticulture, bushcraft, herbal medicines, crafts and woodwork, as well as the other basic academic subjects. You want the practical skills given equal importance. Of course *none* of you will change your minds about this being the best way to set up the New Society."

Tell the larger group, "You feel it is far more practical to have private ownership of land and other assets. Each person should be entitled to buy and own land, car, video, household labour saving equipment ... You also feel that formal education should not offer less important practical skills until subjects like maths, english, science, social studies, economics and geography have been properly taught. Those "other frills" can be learned elsewhere, later. Of course *none* of you will *ever* accept any different proposals for running society.

Each group then goes away for 5 minutes only to brainstorm its case, and write down points of argument to support it. Pick two persons from the group to be your speakers.

Class then reassembles in a circle. Each speaker gets 2 minutes ONLY to present their argument. They are alternated in usual debate manner. This is short and sweet. Rebuttal of previous argument from other side is allowed, but must obviously be very brief, otherwise your own side's positive case will not get presented.

Put the following questions to the sharing circle:

- How did you feel in the debate?
- How did you in the small group feel when you realised you probably couldn't "win"? Unheard? Lost? Cheated? That it wasn't fair? Or weren't you worried?
- How did you in the large group feels as it looked as if you'd "win"? In control? Powerful? Confident? Or that it wasn't quite fair? Or a bit "laid back" and unconcerned about the outcome?
- How did you feel about your group's values? How did you feel about the other group's values?
- If you were in a group and you didn't agree with the values that had been assigned to that group, how did that make you feel?
- Are there any other comments you wish to make?

The circle work is the meat of this exercise. There will be good opportunity to bring out majority/minority, win/lose, and to look at how feeling/resentment/injustice reactions bring violence into being. Here are the root causes of many of our unpeace and social disorder problems. What evidence exists to support this view?

Consider WHY it is that the Pakeha culture and its values forms the basis of our society in Aotearoa, and NOT Maori culture and values?

Make a collage of all the things that are manifestations of Pakeha culture, using magazines and newspapers. Bring together pictures of possessions, holiday places, leisure activities etc. Was this easy? Could you make a similar one for Maori culture? Just as easily? Why?

ACTIVITY SEVEN

Parties

Social gatherings out in the community can cause many unpleasant and often violent situations. Most of these are alcohol abuse connected. In looking at futures, it is helpful to take time to consider the issues before they are actually upon us. Thinking about our feelings and the options for our own possible actions will make it easier when we have to deal with the same things at some future time.

There are two resource sheets here, *Attitudes Towards Parties,* and *The OJ Experience.* (Both are in the Resources Section.)

The Parties sheet has 7 questions. Divide your class into 4 or 5 smaller groups. Each group takes one of the 7 questions at a time. They have to arrive at ONE answer from the group that they agree is the *best* answer. This is consensus work.

Each group will then come back to the whole circle with SEVEN answers.

This is enough to give every student a turn at presenting their group's response. The sharing of these will be very interesting ... to see how closely, or otherwise, the advice offered follows similar/dissimilar lines.

Excellent discussion of reasons why a particular option is strongly supported is likely. There will also be diversity of response along gender divisions. This can be aired and explored.

The OJ Experience: look at the cartoon strip. Discussion can include:

- Are the characters credible? Do they behave and speak like real people?
- what stereotypes are offered?
- Does a cartoon like this (from the Alcoholic Liquor Advisory Council) help young people make decisions that will be more useful and positive?
- Describe the "Say When" alcohol abuse publicity ad on TV.

- Talk about the statistics that connect alcohol with road accidents and lower age group males.
- Discuss the part alcohol plays in woman bashing and child abuse offences.
- Discuss the, "But your Honour I was drunk" excuse.

At the close of whatever else you decide to do with the subject matter that emerges here, it will be useful to ask: (*Round the Circle*)

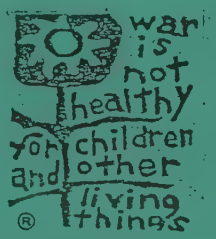
"Have any of the questions that we've discussed helped you to think things out about the part you want alcohol to play in your life, or about how you hope to deal with alcohol related issues in your future?"

"Tell the rest of us how you think you've been helped by the work with the group".

As well as the value of the exercise in its own right, the underlying principle is that looking at potentially harmful and dangerous possible futures helps each of us to deal with them in ways that can only reduce their damaging potential.

ACTIVITY EIGHT

Parenting



It won't be very long before many students will either become parents or have to consider what they will do about their reproductive capabilities. To offer students some ideas about creating a peaceful home life for children seems the least we can do to educate for a peaceful and happy future, not just for the young but for those who are parenting them as well.

Here are twenty suggestions: They are the outcome of meetings and discussions among parent groups in the U.S.A.

1 Cultivate a good homelife ... five elements here are:
   a Affirmation of each other.
   b Share feelings information and experience so that understanding one another is enhanced.
   c Create a supportive family community that allows everyone to work together on the problems.
   d Offer practical experience for the children in different ways of problem-solving.
   e Foster a growing sense of enjoying life together.
2 Join a parent support group of some kind.
3 Provide the best possible modelling and examples.
4 Help children experience the value of forgiveness.
5 Don't buy war toys.
6 Avoid entertainment that glorifies violence.
7 Curb backyard fighting, offer non-violent solutions to disputes.
8 De-emphasise possessions.
9 Tone down war-mentality and war expectancy/acceptability
10 Talk about war and peace issues openly.
11 Stress co-operative play, and non-competitive games.
12 Tell stories. Choose non-sexist, peace-building ones.
13 Cultivate imagination ... being in "other people's shoes."
14 Encourage autonomy and creative independence.
15 Examining all those things that create violent responses.
   Only by an understanding of these can children avoid provoking violence.
16 Have an abundance of peace-related materials in the home.
17 Cultivate friendships with other peacemakers, other peace-building people.
18 Provide international, cross-cultural experiences ... oppose the stereotyping of people who are different as "enemies".
19 Support projects that express concern ... about others who suffer, who need support, about environmental degradation.

20 Send peace cards and letters both local and international ... all such links and contacts build FOR peace.

Split into groups for the exercise: 5 or 6 persons.

- Which three of the suggestions would you pick as being of highest priority?
- Which three do you think would be the hardest to carry out? Why?
- Which ones on the list have you seen a parent or parents putting into practice? There is one VERY important suggestion that is missing.
  Can you think what it might be? (It relates to the question of punishment).

Do you think you will be able to put some of those suggestions into practice when/if you become a parent? Which one(s) would you try to carry out?

ACTIVITY NINE

Human Survival

This activity focusses attention on human future in quite dramatic ways. It is *most* suitable for Senior Forms.

Use the two *REPORTS FROM OUTER SPACE (see in Resources Section)* . Copies of these need to be available for each study group. In a class setting, dividing students up into 4 study groups would give a good working number. All students should either read, or hear, both reports.

Then the question should be put:
"What problems must humankind overcome in the next 50 years if we are to be certain of our survival as a species?"

Each group should brainstorm their ideas in reply. The priority list set up by one class was as follows:

- avoid global nuclear war
- reduce the human population explosion and achieve zero growth as soon as possible
- eliminate world starvation and malnutrition
- solve the energy crisis with renewable energy sources
- find equitable ways to manage and share scarce resources including fossil fuels, fresh water, precious minerals and forested/wilderness areas
- avoid local and global pollution
- halt production of dangerous chemicals, especially the carcinogenic ones
- find ways to safely dispose of the radioactive wastes already accumulated
- establish an effective World Government

The list that your group builds up, whether it follows the one made by the above class or not, can then become the basis for a series of class studies as they explore the factors and conflicts and obstacles that need to be dealt with in order to meet the needs of their list.

Follow Up:
Each group could meet again to write two reports:

- Report from Planet Earth to Mars, and
- Report to Venus from Terra One.

In these reports the groups can set out their actions, ideas that they propose, to meet the threats list they draw up. These can be quite brief. A well constructed paragraph will do very well. This will create 2 x (however many groups you had) Reports. These can be displayed for all to read together with the two original documents. The diversity of solutions should be very worthwhile and thought-provoking.

ACTIVITY TEN

Futures

This is to give the opportunity for students to reflect on their personal plans, hopes, fears, expectations for the future, and to see the ways in which their own lives are linked ... both affecting, and being affected by ... to events and places in other parts of the planet.

Each student can have one, or, better, two copies of the chart below.
This should be on a good large sheet of paper ... give as much space as you can. If students have two copies, then they can do one that can be called *Good things*, and the other, *Bad things*. Or maybe *Hopes and Fears*, or *At Best* and *At Worst*. If they have only one chart they will have to cram goods and bads altogether. Another option is that some students can tackle the "goods" while another group deals with the "bads".

The task is to fill in the chart, putting examples in each space. The charts can later be compared and contrasted, and lists made in order to create a sense of the general range of possibilities, as seen by this group of students. It is useful to discuss "links" to see that what happens in the world generally next week could easily affect what happens to one's own children in 20 years time.

Extension:
It is very interesting to run a newspaper survey or an evening TV bulletin survey, and relate it to the chart. To what extent is there any focus on the future as well as the present? And on the world at large as compared to coverage of one's own country? How much of the news is about events in the private lives of individuals and families?

The world				Hope wars will be avoided	
My Country				work to lessen social violence	
Locality Community			Demand a better local library		
My School		become more involved in my classmates problems	Hope classes will be smaller		
My Family	argue less at home				Hope they choose good mates
Myself	learn something new			Hope to be a happy adult	
Here and Now	**Today**	**Next week**	**Next year**	**My lifetime**	**My children's lifetime**

Time:.....

ACTIVITY ELEVEN

Family Futures

To bring it all back home to the individual level the questions below provide wonderful starters for work in either small groups or as a class project.

The answers to these questions are often quite private for each student. You may encourage students who wish to do so to share their thinking with others. Some students may feel different about so doing ... and that's okay too. Or there may be one or two questions they choose to "pass" on.

Introduction:

In the past, and for many in the present, people have decided how many children to have, and how to raise them, without thinking whether there would be enough space, food, money or resources in the world for everyone.

Now, as some studies have made clear, people can no longer continue to multiply at the present rate, or use resources greedily and unfairly.

The situation is dangerous for all beings on the planet, but not hopeless. The population explosion can be slowed if young people now alive will have fewer children. There will be enough to go around if folk live carefully and put the good of everyone above their own wishes. All can then benefit justly and equally. What actually happens depends a great deal on the decisions made by you and millions of others approaching the age of fertility.

As you look at the following questions, ask yourself, "What would happen if everyone in the world decided to do as I plan to do? How would my decision affect another's chance for a full, high-quality life?"

Questions:

1 *Personal*

- What kind of person would you like to be?
- What kind of community would you like to live in?
- How would you like to make your living?

2 *Use of Resources:*

- If you found that people in your part of the planet were using many times more resources than people in other places, would you be willing to use less so others could have their fair share of food? Water? Fuels?
- Are these people too far away to matter to you?
- How close do they have to be for them to matter?

3 *Size of Family:*

- Why do you want to have children? (If you do).
- Why do people have many children rather than one or two?
- Would you be willing to have fewer children than you might personally *want* to have?

Some possible answers to no 3:

- for love and personal fulfilment
- having my own family, carrying work, farm, business
- caring for me/us when we get old
- to have young company around me
- because of my religious beliefs
- for the prestige of the family
- for the pleasure of being part of a large family
- because some might die
- to show father's/mother's virility
- because of ignorance/unwillingness to plan family size

"Education is an act of love and therefore an act of courage. If it does not want to be considered a joke, it must fearlessly accept debate, realistic analysis and critical discussions".

Paulo Freire, Brazilian educator

6. Empowerment- action for change

"To hope for a future requires acting on that hope".

William Boyd U.S. Academy of Arts and Sciences

"To take a step into the future we need to shift our weight to the opposite foot."

William Irwin Thompson, US Historian

Empowerment: Learning the Skills that Create Change

"Empowerment work helps us to increase our awareness of the threats to human survival without feeling overwhelmed by the dread, grief, anger and powerlessness that those threats arouse in us. The work overcomes patterns of avoidance and 'psychic numbing'; it builds compassion, community and commitment to act".

Dr Joanna Macey ***Despair and Personal Power in the Nuclear Age***

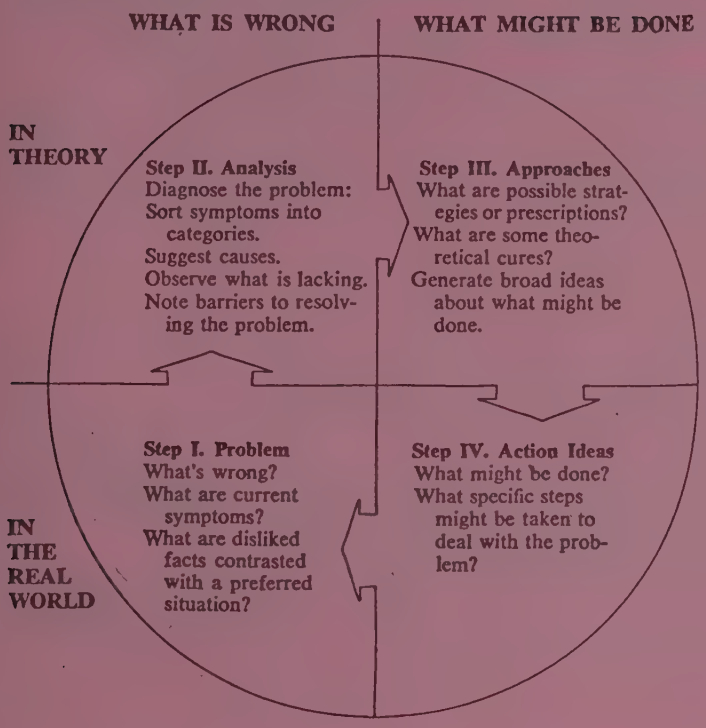
The activities in this section encompass some activities we can use to bring back to young people the sense that they do matter; that their fears and concerns are shared by many older people; that there is much going on that they can join and take part in; that the part they can play is to add a very effective voice to the work already going on toward building FOR a peaceful future.

They will discover that there are available to them many actions appropriate to their place in society, all or any of which are able to bring an immediate sense of, "Hey, here's something I can DO about a part of the complex set of survival problems". Moreover, if the choices of action are looked at with care, and achievable goals for change selected, then success will provide all the encouraging feed-back needed to bring about self-motivation.

There is a process strategy for dividing up the approach to empowerment. *This can best be appreciated diagrammatically as follows:*

CIRCLE CHART

The Four Basic Steps in Inventing Options


WHAT IS WRONG
WHAT MIGHT BE DONE
IN THEORY
Step II. Analysis
Diagnose the problem:
Sort symptoms into categories.
Suggest causes.
Observe what is lacking.
Note barriers to resolving the problem.
Step III. Approaches
What are possible strategies or prescriptions?
What are some theoretical cures?
Generate broad ideas about what might be done.
Step I. Problem
What's wrong?
What are current symptoms?
What are disliked facts contrasted with a preferred situation?
Step IV. Action Ideas
What might be done?
What specific steps might be taken to deal with the problem?
IN THE REAL WORLD

ACTIVITY ONE

Power

This is a combination affirming and empowering exercise to be done in the sharing circle.

The List can be handed out on sheets or can be written up on blackboard or as a wall chart.

Each student works through the checklist, completing any that they find appropriate, leaving some maybe till later, going back and considering ones they passed on the first time through. Aim to have each person complete them all as far as possible.

Come together as a class to share the completed statements.

Ask each student to select the three out of the list that they feel most comfortable about sharing with the group. Go round the circle, each person reading ONE of their three choices. This will give you three full rounds. Encourage real listening by asking each person to quietly write the name of another person who completed a statement that they especially liked. As a last round each student can identify the "other" person they chose and have that person read again the sentence that found especial favour.

- Something I do well is...
- Something I'm getting better at is...
- I can...
- I am proud that I...
- I get people's attention by...
- My greatest strength is...
- I can help other people to...
- I taught someone how to...
- I need help on...
- I'm learning to...
- I get praise from others when I....
- The most powerful person I know is ...
- People seem to respect me when I...
- I want to be able to...
- I get my way by...
- I want to be strong enough to..
- A time when I was a leader was...
- I'm not afraid to...
- Something that I can do now that I couldn't do last year was...

- I feel big when...
- I have the power to ...
- I was able to decide to...
- When people try to boss me around, I...
- I don't like people to help me with...
- Something I can do all by myself is...
- People can't make me ...
- I got into trouble when I ...
- When I want my parents to do something, I...
- I have difficulty dealing with...
- People who expect a lot from me make me feel...
- If I want to, I can...
- People who agree with me make me feel...
- Strong independent people ...
- If I were the teacher I would ...

Their request was for an instantly demountable tent. They are harassed by continual visits from the bailiffs, on average three times and on occasion five times a day, when anything they are unable to carry off to the road is put into the crusher and destroyed, including tents, sleeping bags and personal possessions.

The "Greenham Getaway" is the result: a bivouac with built-in groundsheet which will sleep two. It has three integral rigid aluminium frames which are held in the ground by their spiked ends and it requires just one captive peg at either end to make the structure stable. To strike the tent it is only necessary to pull up one peg and thrust one's arm through the frames, the rest of the tent coming up as one runs away with it.

ACTIVITY TWO

Who? Me?

A wonderful empowerment book has been published in Aotearoa by the Womens International League for Peace and Freedom, (WILPF). It is called "*101 Things you can Do For Peace in Aotearoa*". It is available from Merle Angus, 20 Aparima Avenue, Wellington. It costs $2.00 post-free..

The exercise consists of studying the *Action For Peace collage* reproduced in the Resources Section. (or paste-up/write your own class collage)

Look carefully at all the things you can do which appear on the collage.

1 List three things you can do that require no speaking to/with others.

2 List three things you can do that require the writing of a letter.

3 List three things that you can do which will provide you with more facts.

4 Find one thing on the collage that you haven't mentioned yet, which you would like to do, but haven't done yet.

5 List three things you can do that will mean spending a little money.

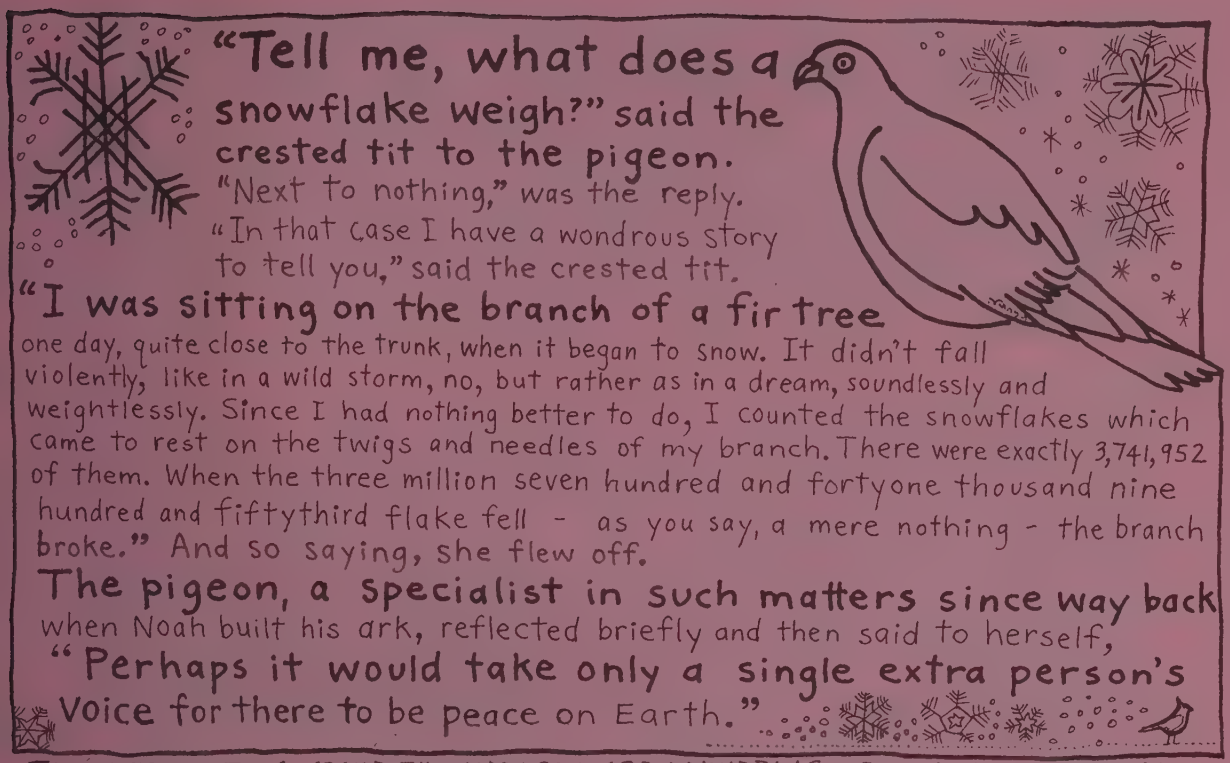
6 What are three things you can do that are absolutely free?

7 Write down a question you would like to ask about any action for peace. It doesn't have to be on the collage.

8 Write down one good reason why everybody should do SOMETHING about peace. This should be your very own reason ... no one else may have thought of it, but it's yours and it's special. You may/may not share it at the end as you wish.

Come together as a class and share answers to number 7. Share answers to number 8 from those who wish to do so.

To close the session, read (or display somewhere prominent) the following fable:



"Tell me, what does a snowflake weigh?" said the crested tit to the pigeon.
"Next to nothing," was the reply.
"In that case I have a wondrous story to tell you," said the crested tit.
"I was sitting on the branch of a fir tree one day, quite close to the trunk, when it began to snow. It didn't fall violently, like in a wild storm, no, but rather as in a dream, soundlessly and weightlessly. Since I had nothing better to do, I counted the snowflakes which came to rest on the twigs and needles of my branch. There were exactly 3,741,952 of them. When the three million seven hundred and fortyone thousand nine hundred and fiftythird flake fell - as you say, a mere nothing - the branch broke." And so saying, she flew off.
The pigeon, a specialist in such matters since way back when Noah built his ark, reflected briefly and then said to herself,
"Perhaps it would take only a single extra person's voice for there to be peace on Earth."

TAKEN FROM: THUS SPAKE THE MARABOU, GREIFENVERLAG, 1973, AN 'END' JOURNAL.

Discussion round the circle can follow ... Starters ... "It made me feel ..." or "That fable is trying to tell us ..."

Another opportunity that fits here is to discuss *The 100th Monkey* paperback.

ACTIVITY THREE

Non-Violent Action

Some words from Gene Sharp suggest a list of non-violent methods in three categories. 20 different activities are mentioned. Make the text (below) available to the class.

This is an excellent English language/vocabulary development activity, and provides many avenues for extension work into reading, research and into historical records.

Allow some time (a week maybe) for students to do research and collecting of information.

They are to find and give details of examples from history of the following actions from Gene Sharp's lists: (they must give where, when, who, and for what reason)

- non-violent obstructions
- parallel government
- renouncing honours
- picketing
- pilgrimage
- vigil
- boycott
- sit in

Class sharing ... discuss the various examples that individual students provide. Focus on the outcomes and the success/new learning that came from the action.

"The term non-violent action refers to those methods of protest, non-cooperation and intervention in which the actionists, without employing physical violence, refuse to do certain things which they are expected or required to do; or do certain things which they are not expected or are forbidden to do ... it is action, and not inaction ... it is not an escapist approach to the problem of violence, for it can be applied in struggles against violent opponents. There is a wide range of methods of non-violent action ... and they

fall into three classes ... the methods of non-violent protest (category one) are symbolic in thei effect and produce an awareness of the existence of dissent ... they include marches, pilgrimages, picketing, vigils, 'haunting' officials, public meetings, issuing and distributing protes literature, renouncing honours, protest emigration, and humorous pranks ... The methods of no violent non-cooperation (category two) present the opponent with difficulties in maintaining the normal efficiency and operation of the system ... and include social non-cooperation such as social boycotts, economic boycotts, strikes, and political non-cooperation ...The methods of non-violent intervention (category three) ...challenge the opponent more directly ... and include sit-ins, fasts, reverse strikes, non-violent obstructions, non-violent invasion, and parallel government".

Follow Up:
Discuss the following poem:

Norman Morrison

On November 2nd 1965
In the multi-coloured multi-minded
United beautiful States of terrible America
Norman Morrison set himself on fire
outside the Pentagon.
He was thirty-one, he was a Quaker,
and his wife (seen weeping in the newsreels)
and his three children
survive him as best they can.
He did it in Washington where everyone could see because
people were being set on fire
in the dark corners of Vietnam where nobody could see.
Their names, ages, beliefs and loves
are not recorded.

This is what Norman Morrison did.
He poured petrol over himself.
He burned. He suffered.
He died.
That is what he did
in the white heart of Washington
where everyone could see.
He simply burned away his clothes,
his passport, his pink-tinted skin,
put on a new skin of flame
and became
Vietnamese.

Adrian Mitchell

- What are the opinions from around the group?
- Why did Morrison do it?
- What do you think he'd told his wife and children?
- What are Quakers? Does this help explain his action?

Also to talk about; the young punk rocker who blew himself up early in the 1980's when he exploded a bomb inside the Wanganui Police computer centre. He had written with a spray paint can, "We have maintained a silence closely resembling stupidity".

What is a martyr? Is martyrdom successful? Name any martyrs you know about. Some famous people have been assassinated while engaged in non-violent protest actions. Others have been executed ... Christ, the Rosenbergs, St Joan. So-called witches were burned alive in many countries. What are the origins of this violent response?

Many creative options open up from these starting points.

ACTIVITY FOUR

A New Kind of Meeting

This combines a wonderful language extension/development exercise with learning the basics of new empowerment skills ... another way of running decision-making groups AND other ways of sharing responsibilities.

There are THREE sheets in the Resources Section. One is a drawing, the others are fact sheets. The drawing is titled *Co-operative Meetings*. The others are: *Facilitation*, and *Consensus Decision-Making*. The three documents together are really an information kit.

Suggested Use:
Use two class periods. For one, set up the conventional meeting procedure, allot roles of Officers, and hold a General Meeting (one period). Use it to deal with the affairs of, say, a tennis club. Create a hypothetical issue and arrive at a decision about it by the usual means.
For the others, set up a consensus co-operative meeting along the guidelines given, and conduct, say, the fortnightly meeting of a food co-operative. Use it to deal with some decisions, role-play for both types of meetings. Set up dissenter(s) and see that a good argument develops. Work through to resolution, in both meetings.

Debriefing:
Students in roles, (and observers) state feelings aroused by the processes in use. See if both the good and bad points of both kinds of meeting can be brought out.

- Which kind would you prefer to take part in?
- Why?
- What are some obstacles to using co-operative processes?
- How might these obstacles be peacefully overcome?
- Some people will only participate in groups that use the co-operative process. Why do you think this is so?
- What are any problems you can see? (in either type)
- Students who show interest can be given the pleasant activity of drawing up a large-sized copy of the *Co-operative Meetings* sheet for the classroom wall.

ACTIVITY FIVE

The Staircase

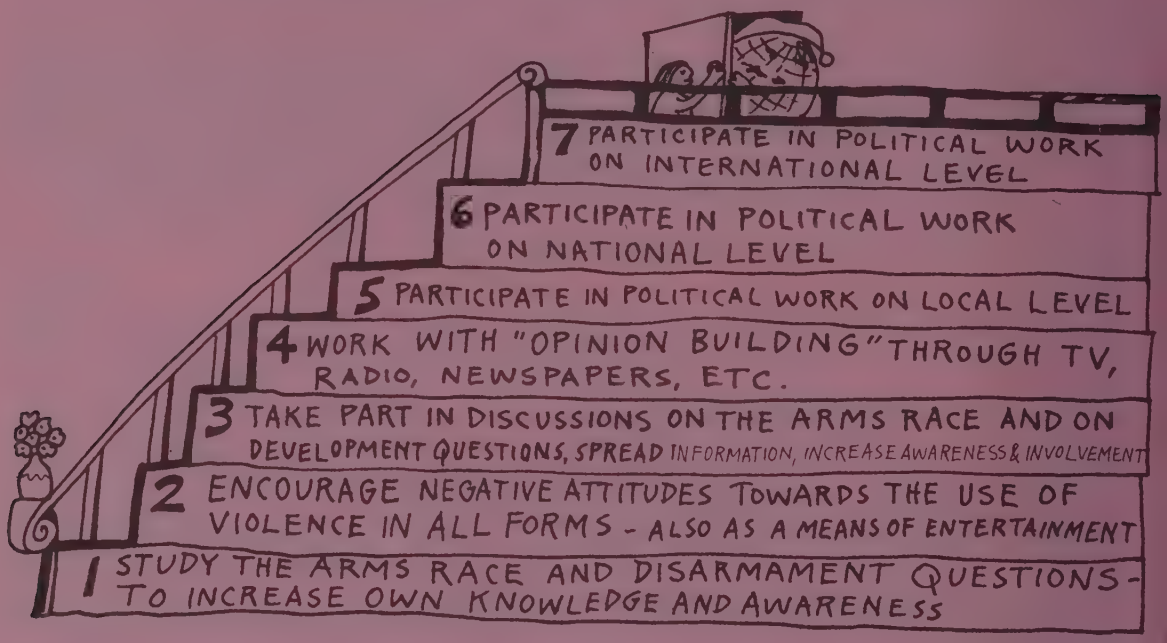
When teaching about peace topics, one of our aims is to get the pupils interested and involved in the issues. But involvement usually leads to a wish for action. Consequently, when working with unpeace problems, we should always bear the following question in mind:

What can be done to ease/solve the situation we are studying at present?

- What can we do on the individual level?
- What can be done by our class?
- What can be done by our school?
- What can be done by the clubs/organisations we are members of?
- What can be done by our community?
- What can be done by our government?
- What can be done by our country?
- What can be done by the churches, the political organisations, youth groups, etc?
- What can be done on the international level, e.g. by organisations like the United Nations?

It is important to encourage involvement based on knowledge about the matters concerned. But it is also important to teach the pupils to be realistic when it comes to discussing action forms. Our starting point is that everybody can do something, but none of us is able to solve world problems all by ourselves. There are several levels of actions, and we have to select the level corresponding to our capacity.

It might be useful to illustrate the various action levels by the following staircase:


7 PARTICIPATE IN POLITICAL WORK ON INTERNATIONAL LEVEL
6 PARTICIPATE IN POLITICAL WORK ON NATIONAL LEVEL
5 PARTICIPATE IN POLITICAL WORK ON LOCAL LEVEL
4 WORK WITH "OPINION BUILDING" THROUGH TV, RADIO, NEWSPAPERS, ETC.
3 TAKE PART IN DISCUSSIONS ON THE ARMS RACE AND ON DEVELOPMENT QUESTIONS, SPREAD INFORMATION, INCREASE AWARENESS & INVOLVEMENT
2 ENCOURAGE NEGATIVE ATTITUDES TOWARDS THE USE OF VIOLENCE IN ALL FORMS - ALSO AS A MEANS OF ENTERTAINMENT
1 STUDY THE ARMS RACE AND DISARMAMENT QUESTIONS - TO INCREASE OWN KNOWLEDGE AND AWARENESS

Activity:
Ask students to look one at a time at each step on the staircase and then to imagine a person taking part at each step. Encourage imaginative examples, e.g.

- a woman writing to the President of Pakistan, trying to get a political prisoner released. (step 7)
- a student who agrees to go on a TV panel, representing her school, and talk about women's equality in work opportunity. (step 4)
- *share some examples about each step, around the circle.*

It is probably realistic to presume that most of us will only be able to work on the lower steps of the staircase. Where our pupils are concerned, this should be more than evident. However, one might consider the activities at the lower levels as a condition of further advancement up the staircase. To acquire basic knowledge, for example, is quite necessary as preparation if you later on want to take part in opinion building or policy making.

Above all, we should aim at giving our pupils a realistic view of their possibilities for action. For this reason it is important to discuss the various action levels in class. Hopefully, the children will realize that what they are planning to do is important, but only as part of a larger whole.

ACTIVITY SIX

The World Agrees

This exercise focusses on three crucial documents:

The U.N. Universal Declaration of Human Rights, 1948
The Nuremberg Principles (International Law Commission), 1950; *see Resources Section.*
The U.N. Declaration of The Rights of Children, 1959

These milestones in human affairs since World War II form the basis of all studies that relate to civil liberties, as well as setting out where ultimate responsibility lies when orders given by the State or by the military, conflict with any individual's own conscience or the human rights of others.

They are very important because the ones arising from U.N. initiatives were unanimously accepted and affirmed by ALL member States. It is therefore reasonable for all people to assume that the Articles that those documents contain should form the "bottom line" in all situations where any child or adult comes into conflict with others wielding greater power, be they elements of the State or any of its agencies.

In the case of the Nuremberg Principles, the "rules" by which crimes relating to war are to be judged, are very clearly stated. These rules were formulated by the "winning side" in World War II, and once again, are the result of internationally affirmed legal and moral principles. The fact that these principles, if applied to other nation state behaviour over recent years, makes the leaders of those countries "war criminals", may be an embarrassing matter, but the principles remain as an unanswerable public document against which the arms race and all militaristic behaviour can be judged.

The documents provide any person working for peace in the world, at any level, with a non-political, non-nationalistic, irrefutable starting point from which to work. It is very hard for instance, for a critic to sustain an accusation that a teacher is "brainwashing" her/his students when she/he is carrying out unanimously affirmed U.N. resolutions!

The texts enshrine Human Rights for every man, woman and child. It is essential that the contents be as widely known as possible, and the documents are quite explicit about this.

It is the work of schools to see that the contents become part of every student's understanding.

Suggestions:
Examine the *Nuremberg Principles (see Resources Section)*
Address the following questions:

- What were the crimes that this document was drawn up to deal with?
- What was the intention for subsequent use of the document?
- What other war crimes were committed during World War II that quite clearly come within the criteria the document sets out? (Dresden & Hamburg firebombings; Russian massacre of prisoners of war and Hiroshima/Nagasaki nuclear weapons)
- Why were those responsible not brought to trial for those wanton destructions of cities and people?
- What are the possible interpretations of "military necessity"?
- What preparations for war exist today that appear to be clearly in contravention of the Nuremberg Principles?
- What possible reasons could be given for any person(s) acting in ways which indicate total disregard for the Nuremberg document?
- What do you feel about all this?

It is obvious what a useful tool such internationally accepted documents are for empowering people in working FOR a peaceful world and a peaceful future.

ACTIVITY SEVEN

Amnesty International

Probably the most hopeful development in work for peace-building since World War II has been the realisation by many informed and enlightened people that leaving the task of maintaining a peaceful world to national leaders and the military establishment is a very dangerous practice. Increasingly, the positive action FOR peace has come from non-governmental organisations working independently. Their successes, when compared with the self-evident total failure of world powers to achieve anything significant to make the planet

more peaceful, are an example that has taught the ordinary people of the world a salutary lesson.

Peace is only going to come about if we, the people, organise ourselves to make sure that our governments follow genuine peace-creating policies and, secondly, people become active participants in independent small-group peace-oriented initiatives of many kinds.

Amnesty International is but one shining example of success in this field, and the award of the Nobel Peace Prize to this relatively small organisation recognises that success.

Similarly the Nobel Peace Prize award to the International Physicians for the Prevention of Nuclear War shows how effectively they have worked to make people aware of facts which world governments would like to have kept very quiet about, facts which the people need to know in order that they can tell their governments what to do, rather than be told, "Leave it to us; don't worry, we know best; security and defence matters are too important for us to allow the public to know the truth".

Students need to know how these organisations work, become aware of what they have managed to accomplish, and so become empowered to participate, as expressed in Albert Einstein's words:

"Mere praise of peace is easy, but ineffective. What is needed is active participation in the fight against war, and everything that leads to it".

Looking at Amnesty:
Group work should be organised that will bring out answers to these:

- Which United Nations decisions are Amnesty working on to see that they get carried out in every nation? (there are 4)
- What is the Amnesty logo? What does the logo mean?
- What human rights do you think should be universal? Make a list of your own. Then compare it with the 1948 U.N. Declaration.
- How did Amnesty begin? (information can be had from Amnesty's NZ Section, Box 11-648, Manners Street, Wellington).
- What successes have they had?
- What methods does Amnesty use?
- Speak to someone who does work with/for Amnesty ... see what they can tell you about their experiences.
- What are several ways you could help in Amnesty's efforts?
- Amnesty have produced a Kit for student use ... try to get copies; write to above address.

ACTIVITY EIGHT

Web Charts

When we begin to think about world problems, and these always seem to be the root causes of unpeace, they can often create a sense of being overwhelmed by the sheer size and complexity of the range of issues that are connected with them

If we are to give students any competence in dealing with a complex of problems, we must provide them with ways of organising and understanding, of planning a course of study.

Web Charts can look rather complicated at first sight. If students have all helped to construct them, then they will simply be a way of setting down their own discussion and brainstorming around the subject, in order they that can classify and make links, break down the ideas into more easily studied smaller sections or units. This gives them the power to cope.
The *Topic Web (in the Resources Section)* is based on an arrangement into 4 main areas.

Problems
Four kinds of problems exist: Poverty, Conflict, Oppression and Pollution/depletion.

Background
When looking for the causes of world society's problems it seems important to study both political and economic structures on one hand and the attitudes and awareness of individuals on the other.

Action
Tackling society's problems and their causes is initiated not only at the top by governments and their agencies, but also at local levels by individuals and small groups.

Values
It seems important to look both at views about how society might be better organised, and at views about the personal needs and self-fulfilment of individuals.

Such a diagram recalls that one's view of each of these four affects one's view of the other three, for instance, values affect how I see a problem in the first place, how I go about analysing its causes and how (if at all) I set about action for change. Hence the two-way arrows that link the 4 main area titles.

Suggestions
The centre of the web example in the Resources Section could be put up on a large sheet of paper. The class could add, during a discussion session, the next ring of eleven circles moving outwards. Still as a whole group, they could next focus on each of the four dotted line areas in turn, building up the final individual elements. OR, they could do this in small groups, coming together later to create the final web structure. OR, each could do their own whole web, and the several webs they create can be compared and a single class-approved one drawn up at the end, from which all will work and to which all have contributed.

Another approach is to give the groups a list of all the outer element words and make the task one of "fitting" these into their appropriate places, there can be some good discussions about where to place some of the "it could go either here or there" words.

It can be very helpful to design a web on the blackboard, piece by piece, with class input and co-operation, as a lead-up to giving the students most of the task to do themselves.

Another use for webs is to transform a piece of writing into a web, (a very suitable one is on Page 65) or vice versa, expanding a web into a paragraph of written language. Webs are also a wonderful aid to reproducing information from memory.

ACTIVITY NINE

Fact Sheets *(more suitable for Senior Classes)*
One of the most difficult and daunting tasks in the area of peace education is, "Where do I find the basic background of facts needed without going off and having to hunt through masses of books and so forth to get the relatively small collection of information the students need for a period's work?"

The International Physicians for the Prevention of Nuclear War, the Engineers for Social Responsibility, and the Scientists Against Nuclear Arms (IPPNW, ESR and SANA) in Aotearoa, have a series of fact sheets that are an invaluable classroom aid.

The first came out in April 1984, entitled *Nuclear Winter in New Zealand.* The October 1985 sheet (Number 15) is called *The Doctrine of Nuclear Deterrence.* All are brief, well researched and documented, and readily reproduced.

They can be had from P.O. Box 6289, Wellesley Street, Auckland 1. An example, Number 13 on the topic of *Star Wars,* is in the Resources Section.

IPPNW International Physicians for the Prevention of Nuclear War, Inc.

SANA Scientists Against Nuclear Arms

ESR engineers for social responsibility

Suggestions

Since the language in these Fact Sheets is sophisticated and they contain many terms which may at first be unfamiliar, students will find them a demanding but empowering language exercise. To properly understand nuclearism and the military threats to world peace, you cannot avoid coming to terms with much new language, so the Sheets offer a new and interesting challenge in that area. They are recommended for Senior classes.

To take Number 13 , our example, it could easily be located in the Science programme, since it deals with aspects of physics and with electro-magnetism. Since there are inevitable social and economic implications, it could also be included in the Social or Liberal Studies subject areas.

A valuable comparative exercise can be set up by making a collection from the print media of all/any information on say "Star Wars" over a period of a few weeks and then assembling the information/impressions arising from the clippings and comparing that with the Fact Sheet. It is likely to raise a number of interesting issues, all of which are crucial empowering realisations for students.

ACTIVITY TEN

Stereotypes

This exercise aims to make both male and female students more aware of the myths that surround masculinity and femininity, and so to examine some of the pressures and stresses that build up in people, strains that create conflict of many kinds, causes of much behaviour that threatens peace. As they come to question the cultural influences, they will understand the oppressiveness of those myths, as well as to see more clearly and honestly the *real* differences that do exist. All of that process will enable them to take effective responsibility for their own lives and decisions ... and that is surely empowerment. Questioning the "society of the adult male" is the starting point which can lead to all young people taking their rightful place in society.

BOYS ARE EXPECTED TO BE AGGRESSIVE STRONG UNEMOTIONAL COMPETITIVE SUCCESSFUL ...
GIRLS ARE EXPECTED TO BE EMOTIONAL FRAGILE PASSIVE SEDUCTIVE SUPPORTIVE ...
BUT I DON'T WANT TO BE.....
BUT I DON'T WANT TO BE.....

This is not revolution, it is simply the legitimate outcry of large sections of the population which have hitherto been deprived of their responsibilities and their rights.

This empowerment leads ultimately to the full liberation of males as well. They just have to have their eyes opened to see it.

Use the table of characteristics below. Have your class draw up a sheet of paper with two columns; Femininity and Masculinity.

Put up, either on the blackboard or on a large sheet of display paper, the qualities on the table of stereotypes, but take care to jumble them up in whatever way will conceal best that any particular one should be put on any particular side.

The students are to enter the characteristic on the side where they think it best belongs. When finished, run a check. Getting together at this stage and discussing your decision-making is the essence of the exercise.

Very useful for sharing around the circle. There will be feelings brought to the surface ... threatened, insecure, happy, affirmed, less fearful, more assertive, stronger, weaker.

Femininity	*Masculinity*
gentle and mild	hard, rough-natured
sentimental	cold
emotional	intellectual
intuitive	rational, analytical
impulsive, lacking in foresight, frivolous	orderly, far-sighted
superficial	profound
fragile (the weaker sex)	strong
submissive, docile	over-bearing, authoritarian
dependent and protected (easily frightened, and tearful)	independent, brave (men never cry)
timid	bold
cautious, prudent	aggressive, daring
maternal	paternal
flirtatious, seductive but also a sex object	severe, the seducer
fickle, inconstant	stable
pretty	ugly
lacking in self-confidence	self-confident
passive	active
self-denying, self-sacrificing	self-centred, comfort loving
envious	generous
curious	indifferent
monogamous	polygamous
virgin	expert and experienced in love-making
faithful	unfaithful
home-loving	deeply absorbed by business and public life
masochistic	sadistic
hysterical	obsessive

ACTIVITY ELEVEN

A Closer Look at Sexism

Some suggestions about action to alter sexist behaviour in our classrooms (*courtesy of Elizabeth Brooke-Carr, Dunedin.*)

1 Urge those in charge of book buying for the English Department to ensure that books by women or about non-stereotyped roles for girls and women are fairly represented.

2 Examine critically the roles women and girls are given, in fiction and history written by men.

3 Provide students with reading material which will open their minds to new possibilities and alternatives to ingrained stereotypes and prejudices, e.g. assertive, adventurous girls and gentle, reflective boys.

4 Compare and contrast the role of women in another culture or another time with contemporary society, e.g. Katerina's finally submissive role with its relevance in contemporary NZ society, in *The Taming of the Shrew.*

5 Discuss the issues raised by ways language is used to define or exclude, to dominate or silence, to claim power or to deny it, e.g. use of 'he/him' pronouns exclusively.

6 Positively reinforce girls for assertive behaviour in the classroom, e.g. always affirm the answering of a question, whether it is correct or incorrect.

7 As a teacher, select girls and boys equally to have the opportunity to contribute in class discussions.

8 As a teacher, don't ever put down a girl in sexist terms. e.g. "there you go again, gossiping like a fish-wife." "Don't be so emotional...that's typical."
Discuss openly any situation where students insult each other in sexist terms, e.g. a boy insulting another boy by calling him "a girl", or "a cissy."

9 Do not practise double standards in the classroom, e.g. select boys and girls to carry class sets or to operate video cameras.

10 As a teacher, validate and reinforce a girl's contribution by referring back to it and the girl's name. Do not use surnames for boys and first names for girls.

11 Select posters, pictures etc to decorate a classroom so that it is 'user friendly' and not intimidating for girls, e.g. posters that make women's contribution to society visible and positive.

12 Reinforce girls for comments about career choices that are not restricted or stereotyped and provide literature in the classroom that backs this up.

13 When inviting visitors to the classroom, select positive role models for girls as well as boys, e.g. women poets or writers to read their work.

This is just a 'starter list'- add more yourself and share them with others.

ACTIVITY TWELVE

The Peace Name Game

This is a simple and quick quiz-type exercise that can be used in many different situations. It can be repeated at different stages through the year so that each individual student can see her/his own growth of understanding. There is to be no other competitive element.

Make a list of place names. Each must have either a peace or an unpeace connection/link. You could keep them separate under those two headings and have two lists, or you can mix them up. Your choice.

Here are two examples of such lists, with ten items on each. You can add others if you want longer lists.

Peace	**Unpeace**
Geneva	Bikini
Greenham Common	Roxby Downs
Parihaka	Waitangi
Rongelap	Buchenwald

Calvary	Belau
Montgomery, Alabama	Pine Gap
Aldermaston	Tangimoana
Pentagon	Nagasaki
Mururoa	Ebeye
Nuremberg	Namibia

The game is to read the items out and each student to place beside each one a piece of information. This can be ANY fact, or a directed fact e.g. You might ask *what* happened there? You might ask *when* the event(s) occurred? Be inventive!

Alternative:
People names can be used with equal success. There are many of these that are appropriate, e.g.

Edith Cavell	Gandhi
Eleanor Roosevelt	Albert Einstein
Princess Te Puea	Martin Luther King
Margaret Papandreou	Te Whiti
Marilyn Waring	Bob Geldof
Coretta King	Lord Louis Mountbatten
Mother Teresa	Lord Noel Baker
Winnie Mandela	Albert Schweitzer
Petra Kelly	Henry Dunant
Sonja Davies	General Nino Pasti
Germaine Greer	Admiral Gene La Rocque

All this background is part of the empowering process of knowing about one's world. Access to information that has not previously been offered or available is the very beginning of taking charge of one's own life.

ACTIVITY THIRTEEN

Collectives and Co-operatives

One of the most empowering recent developments for ordinary people has been the discovery of the pleasure and effectiveness of getting together with others to organise one's own way out of whatever problem that confronts you. Some examples of this in Aotearoa are:

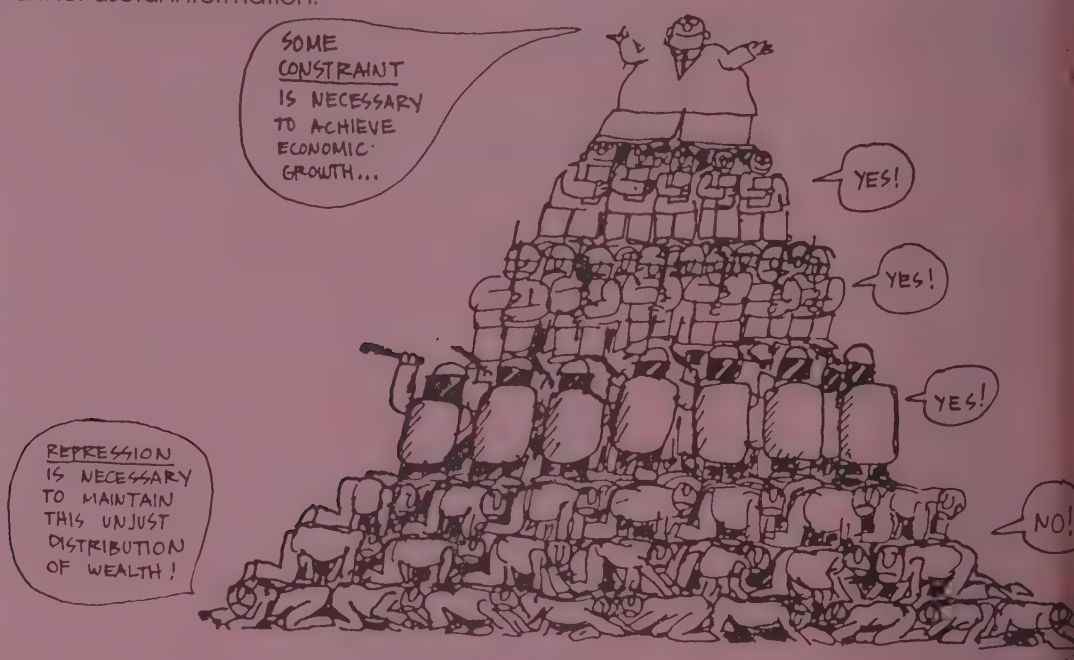
The Whakatu Co-operative (near Hastings)
The Kohanga Reo movement
The Play Centre movement
The CELT (Co-operative Enterprise Loan Trust) branches
The Work Co-operatives in most main centres
The Golden Bay Craft Co-operative (Takaka)
Also many Women's Co-operatives and Collectives, e.g. Broadsheet magazine

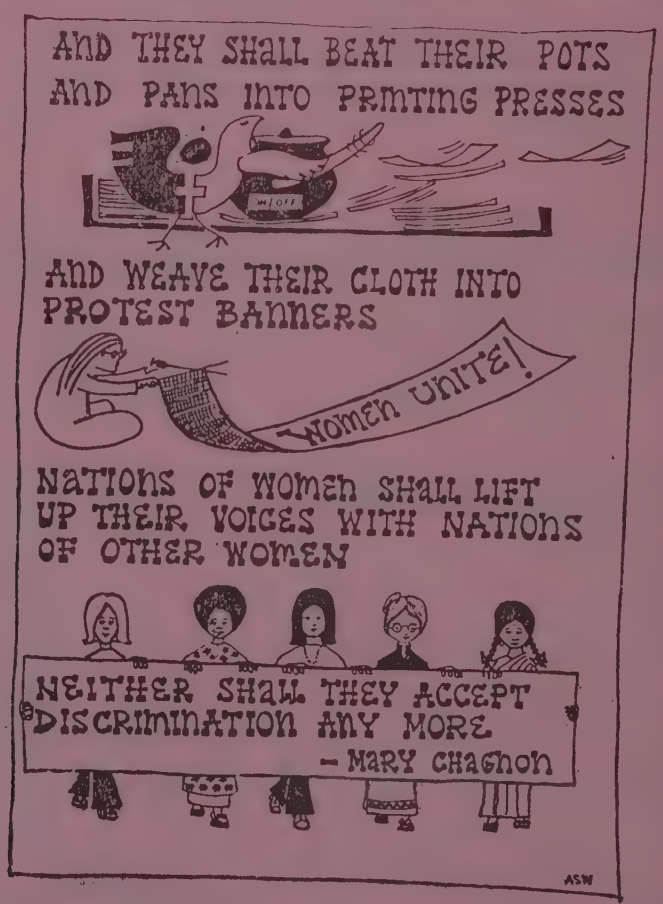
The best way of introducing students to how such groups work, how they got started, how they manage for money, who belongs to them, what they have achieved, what their problems are, and so forth, is to make contact with people who are IN the co-operative experience and set up a sharing and question session with such persons.

The principles of co-operatives are brilliantly summed up by this cartoon.

Your class can write to CELT at:
CELT, Taranaki, P.O. Box 4101, New Plymouth East

This group would be able to put you in touch with co-operatives nearest to your school, and provide further useful information.




AND THEY SHALL BEAT THEIR POTS AND PANS INTO PRINTING PRESSES
AND WEAVE THEIR CLOTH INTO PROTEST BANNERS
WOMEN UNITE!
NATIONS OF WOMEN SHALL LIFT UP THEIR VOICES WITH NATIONS OF OTHER WOMEN
NEITHER SHALL THEY ACCEPT DISCRIMINATION ANY MORE
- MARY CHAGNON
ASW

"Every educational activity is a political act, either by encouraging action, or more often, by preventing it."

Paulo Freire, Brazilian educator

7. community connections

"The luxury of standing apart from others with different backgrounds is long past. We live together or we die together".

Czech woman's petition to the U.N. with one million signatures, 1982

Community Connections

This section aims to provide a few suggestions for tapping that much under-utilised resource, our own communities. There is another aspect about the relationship of our students to/with their own community. That is, a kind of myopia which allows problems overseas to be seen, while those under our very noses continue unrelieved.

There is a very definite and important role for young people to be directly and meaningfully involved in the decision-taking that immediately affects their lives. Participation in all that is not only their right but also a responsibility. Students need to be helped to acquire all the skills, and the confidence, to be active community members.

Another angle on present problems is that many students are able to see quite clearly that in general, adults take no apparent interest in any of the peace-threatening problems of the world at any level, be it local, national or global. Our students see the years ahead as *their* future, and they observe the "I'm all right Jack", attitude of many adults as irresponsible, selfish and arrogant. They are therefore more than a little angered when such adults try to dictate what shall or shall not be taught in schools. They demand, (and have every right to do so) programmes that will enable them to do much, much better in being an effective part of changing the course of the future toward peace, and to accept that the peace has to begin here at home.

We have racism, sexism, with-holding of human rights, oppression, discrimination, domestic violence, child abuse, inequality, injustice and social neglects all going on, here at our back doorsteps.

We need to help our students make contact with all those who suffer from those problems. The young also need to know people who are working to help solve those situations, and be able to listen to them, and to ask the questions that will lead to understanding. This direct-experience contact cannot be equalled.

A list of community-based groups whose resources may be called upon appears in ACTIVITY ONE in this section, *Close to Home*.

It is abundantly clear that it is community-based groups that have done most of the real peace educational work, and it is those groups therefore that have undertaken the major task of creating positive change toward a more peaceful society. These initiatives do not originate from "the top", they arise from the demands for changes that naturally follow from a better and more truthfully informed public.

Knowing about, and being given the opportunity to share in that work is something we need to offer students within peace education programmes.

'Did you hear what he said?...Something about being dictated to by a minority.' Garrick

ACTIVITY ONE

Close to Home

The focus here is directed to the work of organisations within Aotearoa, in our own towns and cities. All are involved in working against unpeaceful influences and toward peace-building in practical, supportive, positive ways. In the case of this list the class could be encouraged to make direct contact with these groups ... most of them have brochures and kits that set out their objectives and provide insight into their activities.

Some organisations are:

The Race Relations Office
The Kohanga Reo network
PPANAC ... The Pacific Peoples' Anti-Nuclear Action Committee
WAC ... Waitangi Action Committee
The Human Rights Commission
CORSO
The National Council of Women
United Nations Association
Greenpeace New Zealand
The Maori Women's Welfare League
Peace Movement Aotearoa (NZ)
The Playcentre Movement
New Zealand Foundation for Peace Studies (Inc)
WILPF ... Women's International League for Peace and Freedom
NFAC ... Native Forests Action Council
Gay Rights Association
Rape Crisis Centres
Lesbian Line
CND ... Campaign for Nuclear Disarmament
Women's Refuges
Neighbourhood Support Groups
Family Planning Association
Youthline
The Ombudsman's Office
The Consumer Council
Environmental Defence Society
(others may come to mind)

Many of these have a regular newsletter ... some schools find the contents very useful educational resources. Most groups are constantly improving the range of material they offer.

Several of them are involved in educational roles, and have officers who are ready and willing to participate in school programmes, CORSO and Family Planning are two in that category.

A good lead-in point for group discussion arises from an obvious question, "Why are there so many such groups?" This can only be brought out by looking closely at the activities that these groups are involved in. The answers will highlight the needs that are not being met elsewhere. The focus can then shift to looking at the conflicts that create these needs and a close study of the unpeaceful forces active in "Close to Home" settings.

One example of co-operative action from such groups is the two-person Rape Education team that has been available in the Auckland Area during 1985.

The exciting positive outcomes from their participation in school programmes is evidence of the urgency of the need for such involvement.

ACTIVITY TWO

Human Rights

This exercise aims to make students aware of the machinery available in Aotearoa for the lodging of complaints should Human Rights laws be infringed. That knowledge is part of everyone's rightful equipment for community life.

The first duty of every citizen is so simple and obvious that many of us neglect it: it is to understand what our human rights are, so that when those rights are violated, we can recognise the act as a violation.

An example:
When a young person of obvious ability is unable to pursue higher education, and wishes to, but cannot because she/he lacks the money to do so, our reaction may be no more than mild sympathy or regret. When we recognise that such a situation is contrary to the U.N. Human Rights principles, we can then take a more serious view of the discrimination, and try to find appropriate remedies.

Once we know our rights, our next responsibility is to promote them, both for ourselves and for others. And that responsibility begins with the people around us, for it is in our local communities that we all have the most influence.

Action:
Look at the 1948 U.N. Declaration of Human Rights. Then examine the Flow Chart on the Human Rights Commission (see the *Resources Section*).
Make up a hypothetical case of a violation. Take this through the flow chart. Use an example of one where it is a Race Relations Conciliator's business. Use another example of a violation where mediation brings no settlement of the complaint. In both these cases another agency intervenes.

Students need to know more about such agencies. Here is the chance to find out. A person from the Race Relations Office can be brought in as a speaker, can give case examples from her/his work and be used to answer the questions that students need to ask. Likewise a Human Rights Commission person can come along to give information on their work and about the Equal Opportunities Tribunal, and successes it has had.

Follow up work in debriefing could include such matters as:
- What I learned that I think will be useful was ...
- I didn't know until this study that ...
- I think it's wonderful to know that ...
- I've found that it's very important to ...
- Everyone in the community needs to ...
- The information I've gained from this study makes me feel ...
- I could now help someone else in my community by ...

ACTIVITY THREE

Women and Peace

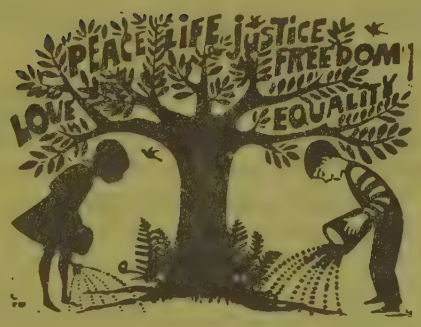
One of the fastest-growing developments in the struggle for a more peaceful community and a more genuinely peaceful and just world is the way in which women have realised that the "adult white male society" is unlikely to initiate the reversals of existing attitudes and behaviours that are essential. This new awareness has brought many groups into being that now work directly in community situations, to challenge, question and alter male domination, male oppression, male violence and all the inequality experienced by females in Aotearoa society.

The streets of Auckland in May 1983, witnessed the largest public assembly of women ever gathered in Aotearoa. An estimated 30,000 women, many with their children, marched in Queen Street to give their support to the International Women's Day for Disarmament. This

demonstration showed that many women are dissatisfied and frustrated by the failure of male national leaders and policy-makers to dismantle militaristic "solutions" and behaviours and replace them with peace-building non-violent strategies.

Some women's groups work for peace both locally and internationally. Others work in areas that are more immediate, responding to local manifestations of violence and unpeace.

These groups are now visible, active, and both ready and willing to discuss and share their work and experience with others.



Drawing by Erika Heiko/UN

"From the day my child is born I pledge myself to take my share of responsibility to fight war, hunger, and everything that is against human rights, so that giving life is made worthwhile".

Pledge taken around maternity wards by French women's peace group

Here are some of those groups:

- Youthline (not all female)
- WILPF (Women's International League for Peace and Freedom)
- WAND (Women Against Nuclear Destruction)
- Neighbourhood Support Groups
- Rape Crisis Centres
- Women's Refuge Collectives
- Maori Women's Welfare League
- National Council of Women
- Lesbian Line
- The Family Planning Association
- Emergency telephone services for women
- Media Women
- Sexual Harassment Groups

It is very useful community education that all students know of the place and work of each of the above ... that they realise that all such groups deal with a social need previously not being effectively met. It is especially important that young male students be exposed to the process of coming to understand why these groups are needed, how they work, who does the work, what assists that work and what creates and/or hinders it. No young person should reach adulthood without having had this learning experience.

Speakers from women's groups have a very important role and contribution to make to the enrichment of the peace education programme.

ACTIVITY FOUR

Community Attitudes

This exercise is based on a collage. The collage can either be made from pictures clipped out of magazines etc. and pasted on to a large sheet of paper, or the sample one in the Resources Section can be used.

If the collage is class-made, then the comment "balloons" will have to be picked out of "letters to the editor" or perhaps imaginatively written. In either case, a wide range of varying attitudes and prejudices should be included.

The exercise consists of two parts. The first task is to work in smaller groups brainstorming the question:

What would you say or do if you were having a conversation with a person and they said (each of the comments, going round the balloons in the collage)? Each group is to record

what they think is the best response they can come up with to a person who said, e.g. "Sterilise 'em, I'd say ... "

The second part of the exercise is to try to identify the attitudes of the person who has made each of the comments around collage.

This part could take the form of providing endings for the following starters:

- This person apparently believes ...
- Her/his attitude is that ...
- This person takes a view point which ...
- I wonder what this person would say if ...
- I think she/he thinks that way because ...

Back in the class sharing circle the best responses can be put before the group and discussed. It would also be helpful for the group to consider what might be done about methods that could be used to affect community attitudes. What influences determine these? Who controls these major elements of the attitude-forming process? What steps can any individual take to avoid coming "under the spell" of such influences? What arguments can we find that are in favour of the present widely or commonly held attitudes? Which attitude is closest to your own? Which ones do you agree with? Which ones do you find most offensive? Why?

ACTIVITY FIVE

Community Reactions

The word community can only really be applied to a group of people who share a domestic, local or global setting and who exercise and display some degree of caring, responsibility, and interdependence with each other.

In order to examine these interdependencies, this exercise hypothesises a situation and then takes that situation to several people in turn to imagine what the reaction of each of those persons might be.

Here are two hypothetical tales which would serve for this activity:

You know a person who has been involved with others in a local robbery. That person escaped and was not arrested with the other two offenders. The person who is still free is now very frightened, and asks your advice. You feel uncertain about the best thing to say and do.

A young couple who are unmarried have just discovered that the female partner is pregnant. They are very young, still at school, and they are each still living with their parents. One person of the couple is a friend of yours, and tells you about their situation, hoping for your advice. You want very much to help but feel unsure what to say.

You are to imagine that you yourself decide to take the story and see what three other people close to you might say about it.

The three people are:

- your mother
- your school counsellor/or a friendly, supportive teacher
- a sympathetic and understanding member of the clergy

The task is:

1 To state what reaction you think each person will have to your story. State this briefly (written).
2 To imagine, and write down, what each person will tell you to do.
3 To write in your own words, what you now intend to say to the person who asked for your help.
4 To share with the group your feelings about this exercise.

When this is done, form small groups to share the outcome, then bring those small groups together to try to decide the best possible pieces of advice. Share the feelings about doing the exercise as well.

NOTE:
Allow individuals to "pass" on this exercise.

- It may go against an individual's values to even hypothetically put themselves in such a position and therefore could be offensive to them.
- It may be too "close to the bone" ... maybe such an event has already happened in their life; they won't feel good about rehashing it.
- It could be that a student or a student's friend is, or fears being, pregnant at this very time.
- Stress that such situations are very painful and difficult ... much support both inside family, from others and from community is essential.

ACTIVITY SIX

Community Needs

This is a brainstorming activity that helps enormously to extend students' awareness of all the things that have to be attended to if any community, even quite a small one, is to meet the needs of its members. It also serves well to focus attention on the interdependence links in any social system.

Get into groups of five or six. Appoint a scribe who should work on a large sheet of newsprint. Maybe if the group was a bit bigger, the brain effort could keep two scribes going.

Work for about 5-8 minutes. Put down all the needs of individuals that have to be met for a good quality, healthy happy life, e.g. shelter, safe water, unpolluted air, heat, cooking facilities, warm clean dry beds and clothing, lighting, heating, medical services, place to worship, shopping, markets, friends, jobs, child care, fire protection etc. etc. Just keep writing for the time available, don't worry about overlaps or duplication.

Stop!

Now go through your list as a group and tidy it up. Delete duplications. Make several headings, e.g.

Life or death essentials	Very desirable but can be done without	Make life better but not critically important

Put your items down under these 3 headings.

Now discuss each column and try to arrange the items on each list in some kind of priority order. This will stimulate some good exchanges of values and ideas!

Back in class group discuss how well/badly your community seems to meet the needs you have settled on as being of high priority. If it meets them for some and not so well, or not at all for others, then discuss how this might be changed. Look carefully at whose responsibility you think it is to see to the meeting of each need. Would shifting that responsibility mean that the need would be better met? Which needs does each individual have to see to? Is that an adequate way of dealing with it? What differences does age make? How do disabilities affect your opinions? There are some wonderful discussion openings here. And lots of opportunity to examine how people are feeling.

PESTICIDE CHEMICAL PLANTS REALLY WORRY ME!
WHY?
OTHER COUNTRIES HAVE BANNED THE MANUFACTURE OF 2,4,5T.
THAT STUFF'S NOT VANILLA ICE CREAM EITHER!
THE HEALTH DEPARTMENT WOULDN'T ALLOW ANYTHING THAT WAS BAD FOR THE PEOPLE, WOULD THEY?
WHY DID HE PASS OUT?
HYPERVENTILATION FROM LAUGHING TOO HARD!

ACTIVITY SEVEN

School and Community

This interesting exercise improves students' appreciation and understanding of different points of view in the matter of school-community relations. The Principal has received the following short letters:

- from Mrs Simpson, parent of two of his students

Dear Sir,
My younger daughter tells me she is having sex lessons this year. I object to this, and intend to keep her home on the days when those lessons are held.

Yours sincerely,
Mrs Simpson

- from Mr Robinson, owner of the local electronic games parlour.

Dear Sir,
I'm having trouble with some of the kids from your school. They come in here during school time, and after school, and make a dirty mess with their lunch papers. And some are smoking and swearing around the premises. It's got to stop.

Faithfully yours,
Mark Robinson

- from Ms Wright, whose daughter Sally is in the 4th Form.

Dear Principal,
This is to tell you that yesterday, Mr Wills, Sally's teacher, advised her to give up hope of becoming a lawyer and suggested she should improve her skills at sewing and cooking. I find this male chauvinism offensive. Will you please speak to Mr Wills and see that he stops that kind of sexist teaching.

Sincerely yours,
Jan Wright

- from Reverend Robert Stone, local minister.

Dear Mr Johnson,
I am very disappointed that the Board of Governors has refused to allow the religious study programme to continue during school time. I understand you were also opposed to it. I would appreciate a letter from you stating your objections.

Sincerely yours,
Rev R Stone

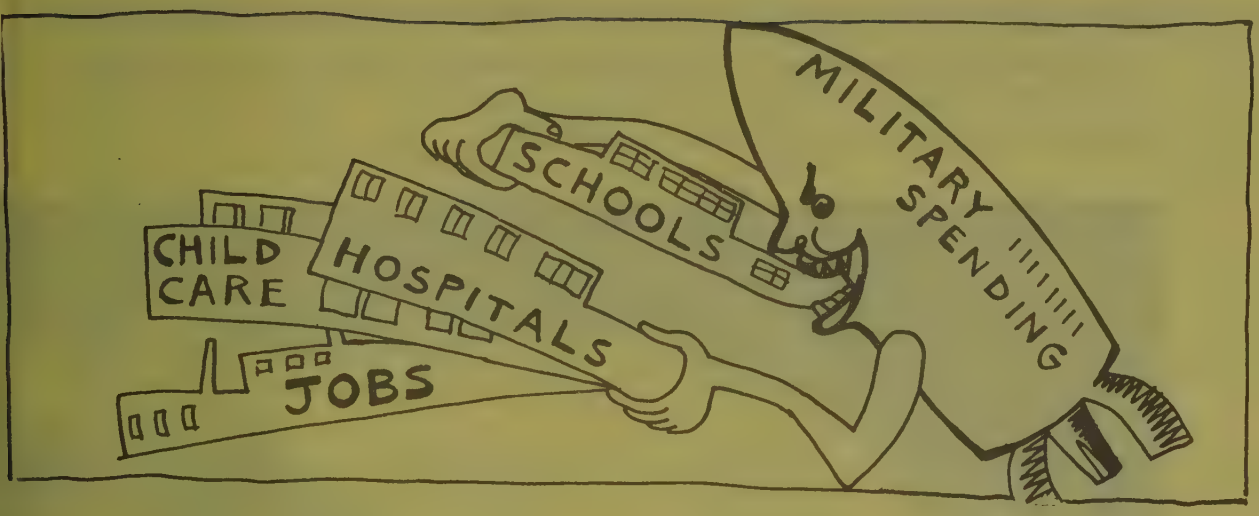
(Others can be hypothesized and used as desired to focus on any current issue).

The task is for students to act as the Principal and write the letters of reply to the letters received. This can be done on an individual basis if desired. Or the class can be divided into smaller groups, each to tackle one letter. Sharing the letters written and the follow-up comment and discussion can add to the insight gained from the exercise.

ACTIVITY EIGHT

World Community

Here we're trying to look at the global family ideas, to look into what is happening, what is not happening, and make some attempt to examine the obstacles in the way of building a more peaceful planet, under wiser and saner control, possibly by some kind of World Authority or International Government



To start this off, use this check list: tick the statements you think are true (to be done individually or in pairs if you wish)

- World Government isn't necessary. Let each nation look after itself.
- Some kind of world body is essential to keep Russia in check.
- The danger of atomic annihilation can only be removed by an effective World Authority.
- American vs Russian differences and fears; these things make the United Nations ineffective.
- Some ideals of communism are worthwhile, so why doesn't the West meet the USSR halfway?
- The United Nations has achieved virtually nothing.
- It's one thing to imagine world community will work, but it's not possible to persuade all the nations to back it.
- If nations would give up the concept of "my country first", then the United Nations could build a community based on justice and true peace.
- Only people with their heads in the sand can believe that international co-operation is an achievable goal.
- If nations would put aside greed and self-interest, and deal with the real need of all people, especially the Third World, the United Nations could be effective.
- Nations of black or coloured people will always be backward, and have problems that they expect the rest of the world to help them to solve.
- It's all very well to talk about equality for all people, but if we brought them up to our level of wealth and resources use, there wouldn't be enough to go round ... Western countries would end up worse off.
- Treaties and alliances are just bits of paper ... a pretence.
- No country really keeps their obligation when it comes to the crunch.
- The idea of World Government, under a body like the U.N., can't succeed, because of narrow goals and short-term national self-interest.
- The arms race must be halted and the money recycled to truly benefit all of the human species.
- Multi-national/trans-national companies are simply too powerful to allow themselves and their profiteering to be kept in check by any World Authority.
- If we had a war, got it over with, and smashed communism, the world would be peaceful and all would be well from then on.

Having got the thought processes stimulated as above (there is to be no scoring and there are no right answers, or wrong ones), then work as a circle group to address these 4 world community questions:

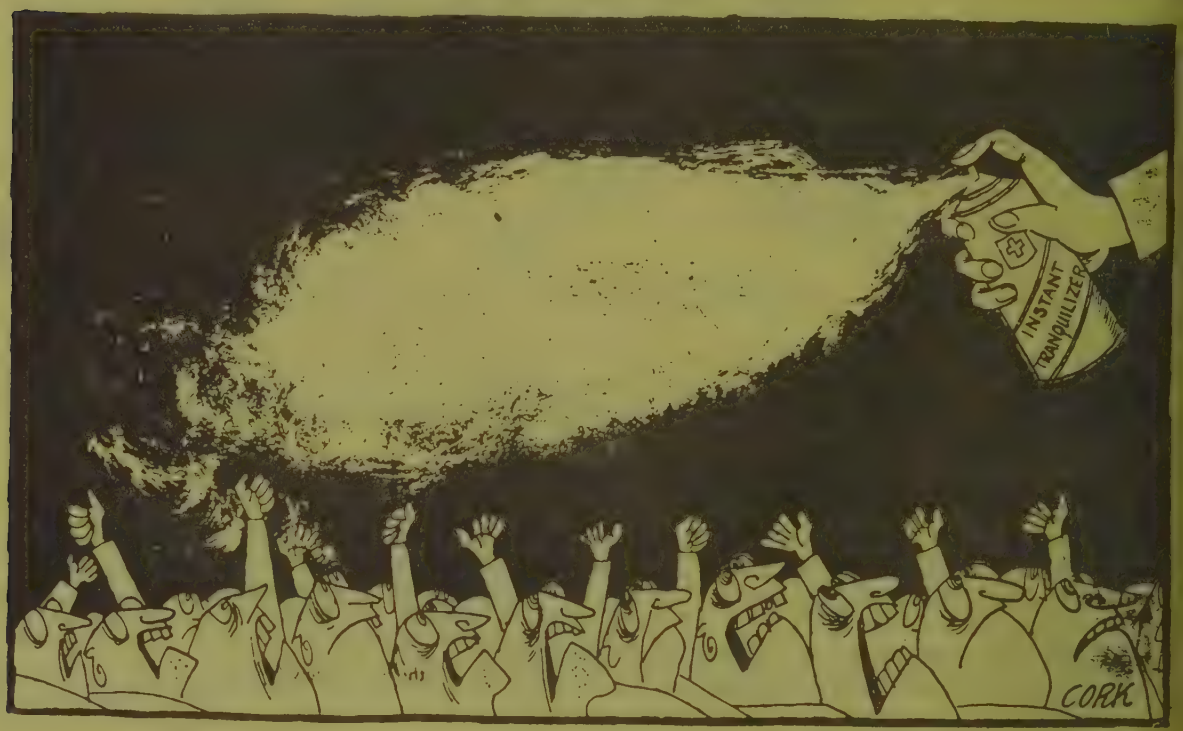
1 Do you really believe in the possibility of a World Community, based on universal human dignity, human rights and justice?

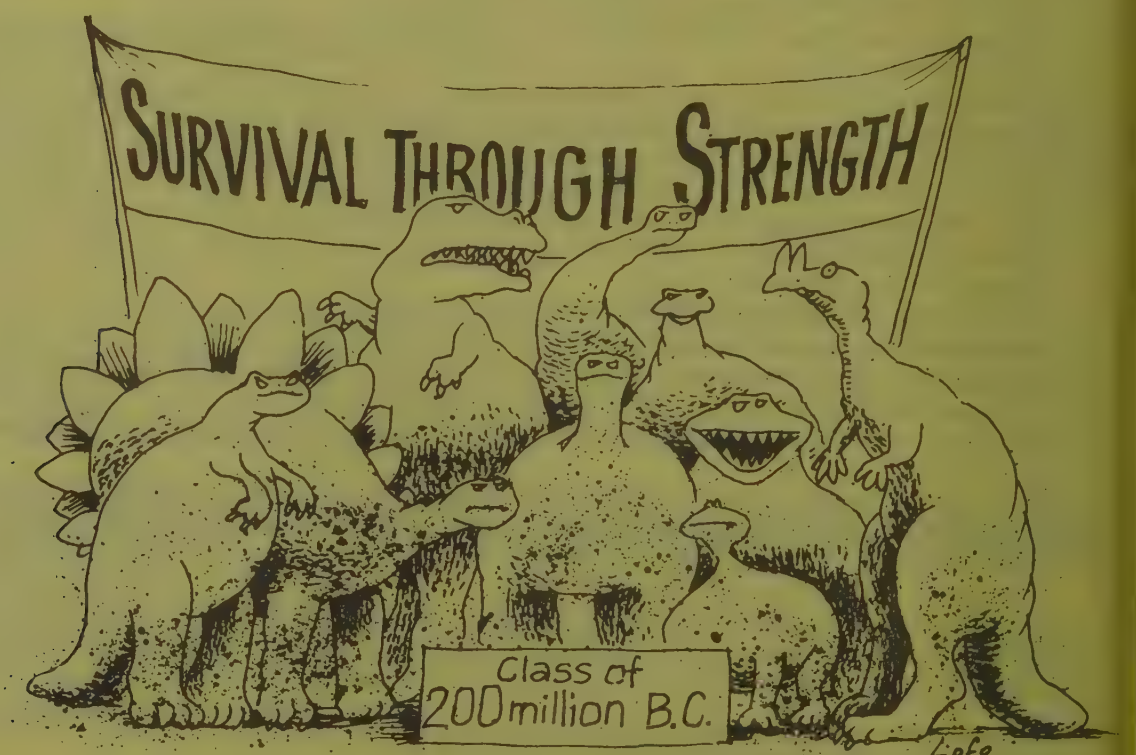
2 How do you envisage this community? What would it need?

3 What present structures systems and attitudes stand in the way of World Community?

4 What could you do to help some international organisation already working for better world relations?

Deal with some of the issues that arise, in circle sharing.





The Process of Learning

These questions can be asked and answered by teachers when reflecting on a course which they are teaching; or by an observer; or by the students themselves. In each instance the answer can be on a scale from 0-4:

0 – not at all , 1 – very little, 2 – to some extent, 3 – quite a lot, 4 – a great deal

1 Themselves as starting points
Do the students feel that their existing knowledge and experience of life are accepted as valid starting-points?

2 Trust
Do the students trust each other? For example, do they talk to each other without worrying about looking or feeling foolish?

3 Mutual respect
Do they have respect for each other – do they listen to, and value, each other's viewpoints, suggestions, feelings, wishes etc?

4 Seeing the whole picture
Do they see the subject-matter as a whole before focussing on particular parts – do they see the wood before the trees?

5 Success
Do they gain self-confidence and motivation, both as individuals and in groups, from successfully accomplishing specific tasks?

6 Immediate environment
Do they change or modify their immediate physical environment – putting pictures on the walls, rearranging furniture etc?

7 Interpreting symbols
Do they work with material which means different things to different people – fables, parables, symbolic pictures, drama etc?

8 Categorising and reasoning
Do they compare and contrast things, categorise them, rank them etc, and do they give and require reasons?

9 Controversy
Do they realise that the subject-matter is controversial – that different people have different viewpoints, ideologies, values etc?

10 Cultural diversity
Do they use material and examples from a variety of cultural backgrounds – as distinct from mainly British, Western, Christian, White?

11 Problems
Do they focus frequently on problems, both practical and intellectual; both their own and others', to be managed or solved?

12 Feelings
Do they work with emotional material as well as with thoughts, and do they themselves express feelings in addition to articulating those thoughts.

13 Movement
Do they use their hands as well as their minds? And do they move around, as distinct from just sitting?

14 Responsibility for learning
Do they contribute to the design of the course, both content and methods, and choose their own topics for personal enquiry?

15 Direct experience
Do they have direct experience of the subject-matter – e.g. through a field visit? Do they at least have simulated experience?

16 Meeting witnesses
Do they meet and question people who have direct experience of the subject-matter?

17 Primary evidence
Do they work with primary evidence – copies of original documents, newspaper reports, private papers etc?

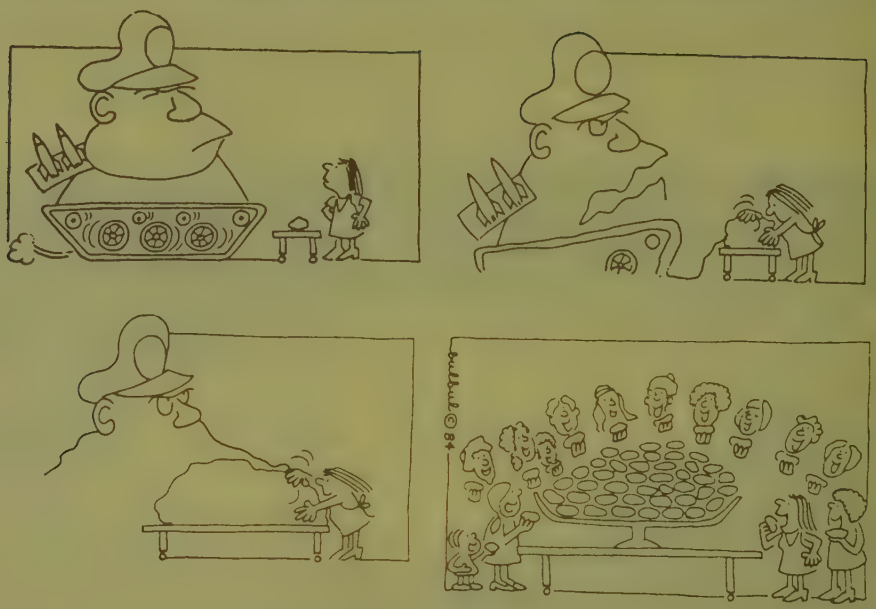
18 Collaboration
Do they express generalisations and conclusions, and draw up plans, collaboratively as well as individually?

19 Variety of expression
Do they express their views and feelings other than through discursive language? For example through poetry, drama, drawing, painting?

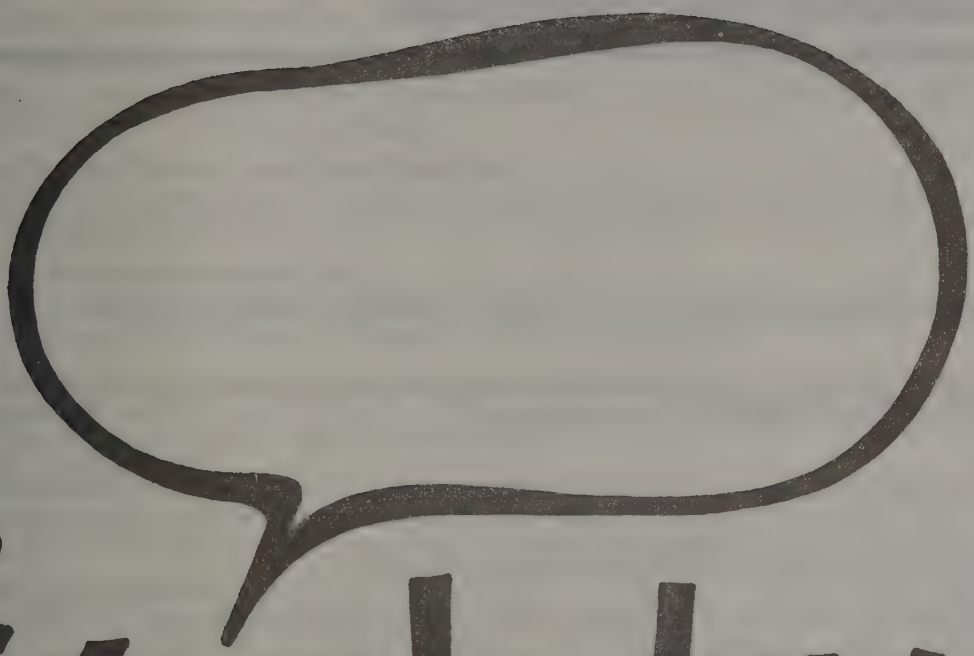
20 Self-criticism
Do they reflect on the course itself – how it is organised and their own ways of learning – and do they make suggestions for improvement?

"What we have to do is discover OUR power that THEIR education has made us lose: in and between ourselves".

Dr David Cooper, British Psychiatrist



"What Are You – Some Kind of Nut or Something?"



8. Vocabulary and resources

"The General Assembly urges the development of disarmament education as a distinct field of study through the preparation of teachers' guides, textbooks, readers and audio-visual materials. All possible measures should be taken to encourage the incorporation of such materials in the curricula of the educational institutes of Member States".

United Nations Special Session on Disarmament, 1978

Vocabulary and Resources

This section of *Extending Peaceful Relationships* is divided into five parts as follows:

One:
A selection of groups and organisations who can be contacted and who can provide speakers, resource material and information lists.

Two:
A short catalogue of useful publications.

Three:
The Vocabulary Lists, separated into the subject areas of:

- World Society
- Conflict
- Development and environment
- Justice
- Words about people.

Four:
A set of cartoons as a basis for class or teacher's own collection.

Five:
A set of special resource pages for use with Activities decribed in earlier sections of this book.

Part One

Groups and Organisations

Amnesty International
Human Rights Kit, information on torture. P.O. Box 11-648, Wellington North.

Auckland Latin American Solidarity Committee
Newsletter on Latin American freedom struggles. P.O. Box 4032, Auckland

Catholic Commission for Evangelization, Justice and Development
Peace Education booklets. P.O. Box 2450, Christchurch

CND (Campaign for Nuclear Disarmament) Auckland
Many publications, monthly newsletter, *Boomtimes.* P.O. Box 8558, Symonds Street, Auckland

CORSO
Resource list, audio visual material, regular newsletter, *Overview* . P.O. Box 9716, Wellington

Greenpeace
Regular newsletters, Nuclear Free and Independent Pacific Kit, environmental issues, whaling etc. Private Bag, Wellesley Street, Post Office, Auckland

Le Groupe
Focusses on French colonial oppression and on the nuclear test programme in the Pacific. P.O. Box 5510, Auckland.

National Council of Churches, Church and Society Commission
Youth Studies Leaflets (series), especially good on Nuclear Free Pacific, indigenous peoples' struggles, Waitangi background, land rights, poverty. P.O. Box 68-148, Auckland

NZ Foundation for Peace Studies
Extensive resource list, audio visual material, Newsletter, *Peace Digest, Learning Peaceful Relationships.* P.O. Box 4110, Auckland

New Zealand Nuclear Free Zone Committee
Anything on Nuclear Weapon Free Zones, regular newsletter, much information very up to date and not elsewhere available. P.O. Box 18-541, Christchurch

Peace Movement Aotearoa (NZ)
Monthly magazine, *Peacelink*, umbrella organisation for NGO groups countrywide. Refer any sticky queries to their research group. P.O. Box 9314, Wellington

***PPANAC** (Pacific Peoples' Anti-Nuclear Action Committee)*
Indigenous Peoples' group in touch with the most up to date information on all Pacific Peoples' issues, P.O. Box 61-086, Otara, Auckland

***STOP** (Students and Teachers Organising for Peace)*
Excellent resource list, monthly Newsletter, teaching units and backup information.
c/o- John Buckland, Auckland Teachers' College, Private Bag, Symonds Street, Auckland

New Internationalist
Excellent resource magazine, charts, maps, kits, background material for World Studies from a peace perspective. P.O. Box 1905, Christchurch

New Zealand Red Cross
International co-operation, resource kits for youth groups, co-operation/ communication booklets. P.O. Box 12-140, Wellington

United Nations Association of New Zealand
Monthly publication *UN Courier* especially valuable in World Studies education. Other U.N. Publications from its office. P.O. Box 1011, Wellington

United Nations Year of Peace Aotearoa 1986
Regular Newsletter *Peace meal. ..* all about the Year of Peace. From National Office, P.O. Box 12-247, Wellington

***WAC** (Waitangi Action Committee)*
Anything about Maori rights, sovereignty, land issues, Waitangi, Nuclear Free and Independent Pacific, indigenous peoples' struggles P.O. Box 61-140, Otara, Auckland

***WILPF** (Women's International League for Peace and Freedom)*
Regular newsletter, *101 Things to do for peace in Aotearoa,* non-competitive games *Winners All,* are in touch with the international women's movement.
Write to 20 Aparima Avenue, Wellington 3

***IPPNW** (International Physicians for the Prevention of Nuclear War)*

***ESR** (Engineers for Social Responsibility)*

***SANA** (Scientists Against Nuclear Arms)*
These last three groups, as well as their own research, information gathering and public education programmes, publish regular Fact Sheets on nuclear issues.
From P.O. Box 6289, Wellesley St, Auckland.

Part 2

Reference Books

All secondary school libraries should subscribe to *Peacelink* the official monthly magazine of Peace Movement Aotearoa (NZ) and the *New Internationalist* referred to in the previous *Groups* List.

The Internationalist is an invaluable resource magazine that covers justice and development, revolution, famine and human rights issues.

The New Zealand Council for Educational Research published a very comprehensive *Peace Education Booklist* in 1983. Copies may be obtained from its compiler, Llewelyn Richards, c/o- New Zealand Council for Educational Research, Education House, Willis Street, Wellington.

After a War, an anthology of peace and war poetry, edited by R.A. Marshall and published by Longman Paul is an invaluable language resource book.

100 Ways to Enhance Self-concept in the Classroom, by Canfield and Wells, published by Prentice-Hall 1976, is full of practical ideas for classroom and group use.

Environmental Education, a source book for teachers, was published by the Commission for the Environment in 1984. This has many practical classroom usable units that connect into peace education through the linkage of peace with our environment. A 200 page goldmine was $5.00 from the Commission's Wellington office.

Unesco Courier ... already mentioned, but should be in all secondary school libraries, from UNESCO, order through the Government Printing Office or Government Bookshops. (Especially April 1979, September 1980, March 1982 iissues.)

A Call To a New Exodus by W. Siwatibatu, Lota Pacific Press, written in Fiji and published by the Pacific Council of Churches. An excellent background study on all nuclear matters, especially as they affect the Pacific peoples. Available from the National Council of Churches.

Armaments, Arms Control and Disarmaments, a UNESCO reader for Disarmament Education, by Thee Marek. 1981, UNESCO, Paris. 450 pages packed with material of immediate use to the classroom teacher.

Learning for Change, Ideas Into Action, Debate and Decision, World in Conflict, Caring for the Planet, Progress and Poverty, Fighting for Freedom. Seven books, edited by Robin Richardson, 3 published by the UK Government assisted World Studies Project; the last 4 titles are published by Nelson. All designed around teaching exercises and units for classroom use.

Hiroshima, by John Hersey, Penguin Modern Classics, probably the best peoples'- eye record of the Japanese nuclear experience.

When the Wind Blows, by Raymond Briggs, published by Hamish Hamilton. The cartoon story of two survivors of atomic attack and what happens to them ... slowly. This brings it all home in a powerful way. Makes all the truth about our predicament horribly real, and exposes the hoax of civil defence.

The Fate of the Earth, by Jonathan Schell, Pan paperback. Longer but much closer to our own time as a scenario for the last years of this century.

Greenham Women Everywhere, by Alice Cook and Gwyn Kirk, published by Pluto Press. This book takes the reader through the activist experience through dreams, ideas and actions from the Women's Peace Movement.

The Co-operative Sports and Games Book, by Terry Orlick, 1979 published by Writers and Readers. 129 pages of activities, games that offer challenge without competition.

The Hundredth Monkey, by Ken Keyes Jnr, provides many ideas for actions that will help to prevent nuclear war.

IOI Things to Do For Peace In Aotearoa, published by W.I.L.P.F., 20 Aparima Avenue, Wellington. Packed with suggestions for all kinds of practical action.

Deciding and Choosing, from NZ Family Planning Association, a resourcebook for working with teenagers. Activities and guidelines for social education and enhanced interpersonal relating.

Dilemmas and Decisions and Social Issues in our Community, Soc St resource books No.8 and N0.9. Classroom interaction skills and simulation games that handle controversial issues. From John Buckland, Auckland College of Education, Private Bag Symonds St P.O., Auckland.

Peace and Humanity 50 Exercises/Activities for young people and adult groups. From N.Z. Red Cross, Cashel St, Christchurch, February 1986.

PART THREE

Vocabulary Lists

"Never have misused words been so widely and so disastrously influential as they are today. Generals, clergymen, advertisers and all the rulers of totalitarian states -all have good reason for disliking the idea of universal education in the rational use of language. To those who think that liberty is a good thing, and who hope that it may some day become more possible for more people to realise more of their desirable potentialities in a society fit for free, fully human individuals to live in, a thorough education in the nature of language, in its uses and abuses seems indispensable".

Aldous Huxley

Here we are providing a series of check lists ... of single words/phrases. They are words that keep cropping up when people are reading, talking or writing about issues in world society. To be literate and articulate as citizens, students must be able to recognise these elements of language, and also become able to use most of them fluently and creatively.

Some questions for teachers using these lists.

1 Would I reasonably expect my students to recognise this word and know, roughly or precisely what it means?

2 Would I reasonably expect my students to be able to use this word of their own accord, part of their active word range. Ought it to flow as they write, or be spoken as a naturally useful word?

3 If answer is yes to either or both of the above, then I am doing my best to provide opportunities for my students to encounter, understand, and use this word?

4 What might I now do in order to provide the best opportunities for 3 above to happen? How can I link this aim to peace education activities and exercises. Every exercise will create its own word list.

5 What are some beneficial ways in which I can run checks to find out whether or not, and to what extent, my students know and use this word?

One of the best ways of "fixing" a word into the collection that every person carries for use, is to seek an opportunity to give "on the skin" direct experience. Where this is not possible, simulation is probably the most valuable tool.

World Society

Nation States ... these vary/differ in:

area
bloc
energy consumption
energy production
GNP per capita
grain consumption
grain production
language
military strength
political system
population
population growth
proportion engaged in
  agriculture
  manufacturing
  not employed
steel consumption
strategic position
technology
  imports/exports

Blocs:

capitalism
first world
market economy
West and North
centrally planned
communist
second world
socialist
East
developing
less developed
third world
fourth world
under-developed
South

Religions:

Bahai
Buddhism
  Tibetan
  Mahayana
Christianity
  Orthodox
  Protestant
  Roman Catholic
  Sects
Hinduism
Islam
Judaism
Shintoism
Sikhs
Tao

Languages (spoken by at least 50 million people)

Arabic
Bengali
Chinese
English
French
German
Hindi
Italian
Indonesian
Japanese
Malay
Portugese
Russian
Spanish
Urdu

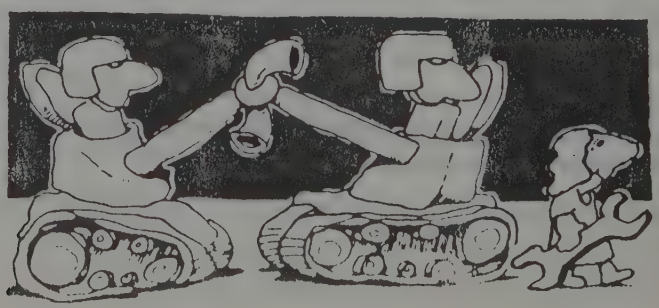
Conflict

Violence:

aggression
armed force
civil war
escalation
guerrilla warfare
insurgency
just war
latent/manifest conflict
rebellion
reprisal
retaliate
revolution
structural/direct violence
terrorism
war of liberation

Communication and perception:

bias
ethnocentric
image of the enemy
mass media
misperception
objective
polarisation
prejudice
projection
propaganda
scapegoat
stereotype
subjective
value judgement
vested interest
vicious circle



Diplomacy and law

alliance
balance of power
bargaining
bilateral
cold war
collective security
compromise
concession
defence (all kinds)
detente
deterrent
diplomacy
disarmament
economic order
hot line
international law
mediation
negotiation
neutral
non-aligned
peaceful co-existence
peacekeeping
peacebuilding
peacemaking
political solution
rule of law
sovereignty
superpower
treaty
unilateral
war crime
world order

Armaments:

anti ballistic missile
anti presonnel
arms race
biological warfare
concentional weapons
chemical warfare
counter-insurgency
defoliant
delivery vehicle
deployment
fall-out
fire-storm
first strike
fission
fusion
guidance system
holocaust
incineration
kiloton
megaton
menu
military-industrial complex
MIRV, MX
napalm
nerve gas
non-proliferation
nuclear club
nuclear device
overkill
plutonium
pre-emptive strike
R&D (research & development)
SALT
second-strike
Star Wars
stockpile
strategic weapon
tactical weapon
test ban treaty
thermo-nuclear weapon
TNT
Tomahawk
Trident
Typhoon
uranium
vaporised
yield

Development and Environment

Human Needs: Physical

clothing
health
nutrition
shelter
water

Human needs: Psychological

achievement
affection
affirmation
belonging
challenge
creativity
friendship
imagination
independence
learning
love
participation
recognition
recreation
respect
security
self-expression
self-fulfilment
self-respect
sense of meaning
work contribution

Planet Earth:

altitude
atmosphere
arctic/antarctic
biomass
biosphere
coniferous
deciduous
decomposer
desert
diversity
ecology
flora
food chain
fossil fuel
grassland
humidity
hurricane
hydrosphere
humus
latitude
longitude
mangrove
nutrient cycle
oxygen level
ozone layer
paddy
pasture
photosynthesis
rainfall
rainforest
rainy season
savannah
temperate

ecosystem
estuarine
eutrophication
fauna
mineral resources
monsoon
nitrogen cycle
nutrient
temperature
tropical
vegetation
wildlife

Agriculture:
capital intensive
cash crop
change agent
community development
co-operative
credit
crop rotation
drought
EEC
fallow
fertiliser
fodder crop
glut
government subsidy
grain
Green Revolution
hectare
innovation
input
insurance scheme
intermediate technology
irrigation
labour-intensive
landless labourer
land reform
land tenure
land use
livestock
mechanisation
peasant
plantation
reclaimed land
share cropping
soil fertility
storage
subsistence
surplus
yield

Manufacturing and Trade:
bourgeoisie
capital
cartel
colonialism
commodity
common market
consumption
corruption
cost of living
distribution of income
distribution of power
distribution of wealth
diversification
division of labour
economy of scale
elite
entrepreneur
exchange rate
export
extractive industry
fluctuation
foreign aid
free trade
gross national product
import
industrialisation
inflation
investment
manufactured goods
market economy
marketing
means of production
middle class
migrant worker
monopoly
multi-national company
nationalism
neo-colonialism
new economic order
OPEC
per capita
processing
profit
proletariat
purchasing power
quota
raw material
redistribution
retail
ruling class
self-employed
standard of living
stocks and shares
synthetics
tariff
terms of trade
tied aid
trade union
trans-national company
trickle-down
unemployment
urbanisation
value added
wholesale
working class

Balance and Imbalance:
appropriate technology
combustion
conservation
conurbation
DDT
deforestation
depletion
effluent
energy-intensive
eutrophication
exponential growth
herbicide
high-rise building
marine dumping
methane digester
mono-culture
overgrazing
pesticide
pollution
population explosion
radioactive
recycling
renewable/non-renewable
self-sufficiency
slash and burn
smog
solar energy
suburbia
technological fix
thermal pollution
toxic
waste disposal
zero population growth

Non-renewable Resources:

antimony
asbestos
aluminium
bauxite
chromium
coal
cobalt
copper
diamonds
natural gas
gold
iron
magnesium
manganese
mercury
mica
molybdenum
nickel
petroleum
platinum
phosphate
potash
silver
sulphur
titanium
tin
tungsten
uranium
zinc

Agricultural - Exports/Imports:

bananas
barley
citrus fruits
cocoa
coffee
copra
cotton lint
cotton seeds
flax
ground nuts
hemp
hides
jute
linseed
maize
oats
palm oil
potatoes
pyrethrum
rice
rye
sisal
soybeans
sugar beet
sugar cane
sunflower seeds
tea
timber
tobacco
wheat
wool

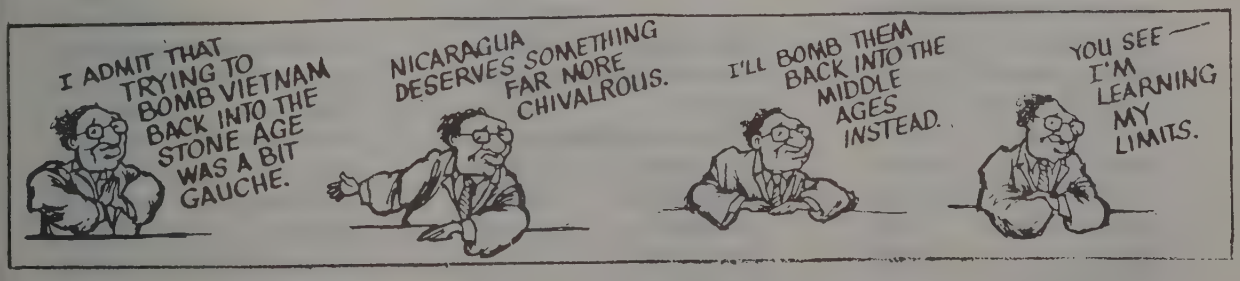
Justice

Human Rights ... without distinction of any kind, such as:

birth
colour
gender
language
national origin
political opinion
property
race
religion
social origin

And the right to:

life
liberty and security of person
not to be a slave
not to be tortured
protection of the law
fair and public hearing in courts
presumed innocent until found guilty
freedom of movement and residence
find a partner and found a family
own property
freedom of thought
conscience and religion
freedom of opinion and expression
seek and receive
information and ideas regardless of frontiers
take part in political actions
work
fair wages, and equal pay for equal work
social security
join a trade union
rest and leisure
education.


I ADMIT THAT TRYING TO BOMB VIETNAM BACK INTO THE STONE AGE WAS A BIT GAUCHE.
NICARAGUA DESERVES SOMETHING FAR MORE CHIVALROUS.
I'LL BOMB THEM BACK INTO THE MIDDLE AGES INSTEAD.
YOU SEE — I'M LEARNING MY LIMITS.

Oppression:

alienation
apartheid
authoritarian
autocratic
concentration camp
corruption
dictator
draconian
exploitation
fascist
feudal
fragmentation
ghetto
indoctrination
machismo
marginalisation
martial law
myth
police state
oppressor/oppressed
persecution
racist/racism
rape/rapist
sexist
state of emergency
structural violence
topdog/underdog
torture
totalitarian
tyrant

Action for Change:

ballot box
boycott
civil disobedience
conscientisation
constitutional action
coup d'etat
demonstration
direct action
go slow
gradual
guerrilla warfare
liberation struggle
lobby
non-violence
pacifism
pressure group
refuse military service
reform
revolution
sabotage
sit-in
strike
subversion
terrorism
womens' movement
work-to-rule

Words About People

Teachers are invited to compile some broadly similar lists to those that follow ... words they would use to describe qualities to be encouraged and to discourage in their students. Words that they would like their students to be actively and creatively using for themselves, to explore and articulate their own personal identity and values.

People can be:

aggressive
ambivalent
amoral
anxious
apathetic
apprehensive
dependent
depressed
destructive
dogmatic
domineering
frustrated
hypocritical
ignorant
confident
intolerant
understanding
immature
insecure
irrational
irresponsible
observant
paranoid
patronising
militant
pessimistic
prejudiced
quarrelsome
resentful
rigid
suspicious
tense
thick-skinned
unreasonable
unsympathetic
coarse
argumentative
brutal

And about relationships:

compromise
cross-purposes
empathy
evidence
expectations
fantasy
give-and-take
identity
indifferent
manipulate
male chauvinist
moralising
misunderstanding
mutual
over-protective
over-react
partnership
patronising
perception
permissive
prudish
rapport
realistic/unrealistic
reconciliation
rejection
self-respect
sex-roles
teamwork
tension
vicious circle
wave-length

And people can be:

affectionate
affirming
attentive
caring
compassionate
conscientious
confident
constructive
co-operative
courageous
creative
discriminating
efficient
fearless
flexible
generous
frank
honest
humble
idealistic
imaginative
independent
intelligent
mature
objective
open-minded
optimistic
practical
positive
realistic
relaxed
reliable
resourceful
responsive
responsible
sensitive
supportive
sympathetic
tactful
thoughtful
tolerant
tender
warm
well-disposed
wise

Words About Feelings *(good and not-so-good)*

affirmed
amazed
assured
bruised
buoyant
calmed
capable
clear
comfortable
competent
confident
delighted
effective
efficient
empathetic
encouraged
excited
expectant
glad
grateful
hopeful
humble
joyous
jubilant
loving
mollified
moved
overjoyed
protective
proud
re-assured
relaxed
relieved
resolved
responsive
secure
serene
abandoned
aching
ashamed
alarmed
alienated
antagonistic
anxious
appalled
attacked
betrayed
bitter
brought-down
clumsy
concerned
confused
deadened
deceived
dejected
depressed
deprived
deserted
despised
despondent
diffident
disappointed
discriminated against
disgusted
disturbed
dispirited
dubious
duped
embarrassed
empty
envious
fearful
hopeless
horrified
humiliated
ignorant
inadequate
incapable
incompetent
inefficient
inept
inferior
insecure
insignificant
insulted
irritated
jealous
jittery
judged
let-down
lonely
low
mortified
misunderstood
nervous
neutral
oppressed
overwhelmed
patronised
picked-on
rejected
resentful
saddened
self-conscious
shaken
shocked
shy
stupid

stable
strong
supported
sympathetic
terrified
threatened
timid
touchy
uncertain

freaked-out
grief
guilty
harassed
uncommitted
uneasy
victimised
wary
worried

sucked-in
sulky
suspicious
taken-in

What Do You Value?:

adaptability
ambition
appearance
aroha
authority
bluntness
brevity
calmness
caring
chastity
comfort
commitment
companionship
compassion
compatibility
conformity
constancy
co-operation
courage
culture (ethnic)
dance
danger
difference
drama
ecstasy
empathy
excitement
faithfulness
family
fitness
flexibility
freedom
generosity

hui
humility
individuality
insight
integrity
intimacy
inner peace
job satisfaction
kaimoana
knowledge
koha
korero
legend
leisure
love
luxury
maoritanga
marae kawa
manuhiri
money
music
myth
novelty
open-ness
order
passion
panui
peace
physical prowess
pleasure
possessions
powhiri
power
pride
privacy

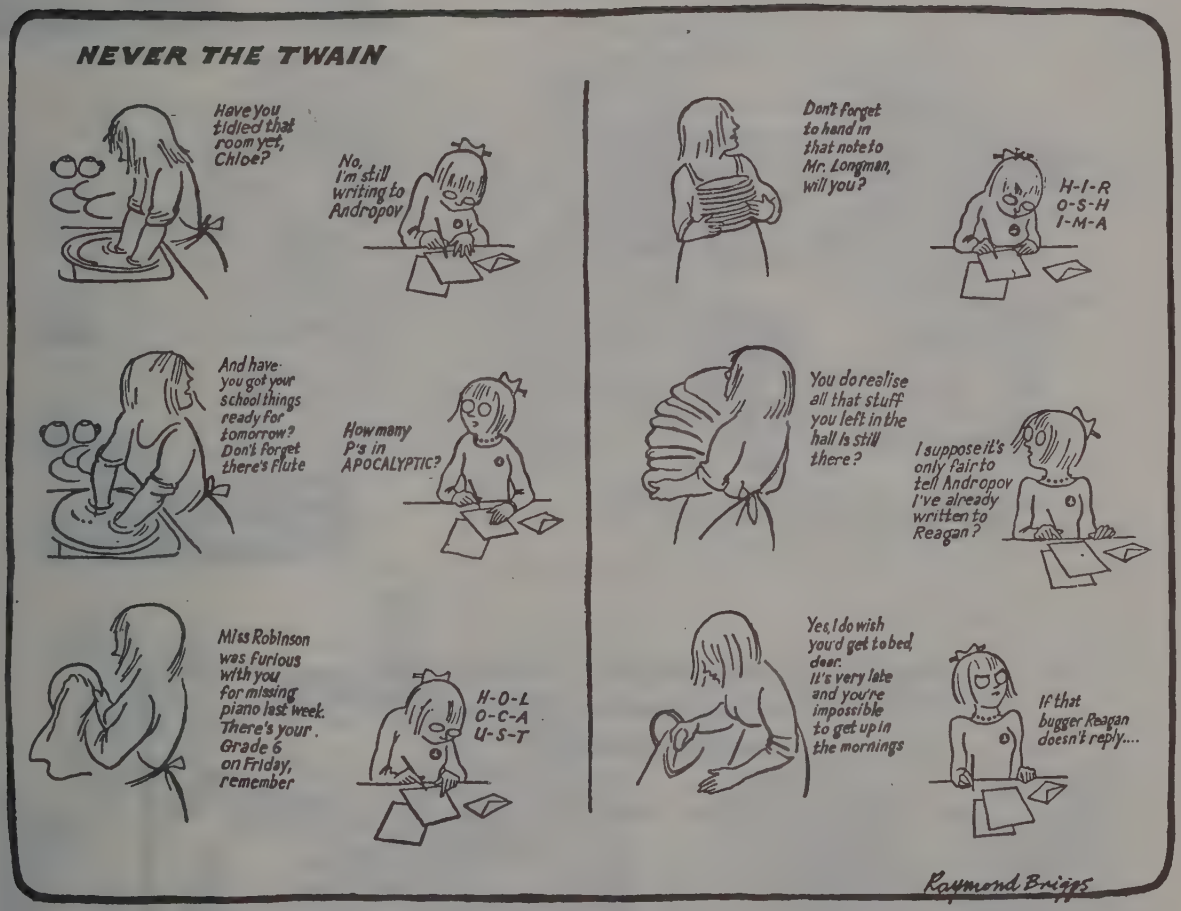
sense of humour
sensitivity
sexual equality
silence
simplicity
sobriety
song
spirituality
stability
status
stamina
story
strength
supportiveness
system
tangata whenua
tangi
tapu
taonga
tenderness
Te Reo
togetherness
tolerance
touch
tradition
tranquillity
turangawaewae
unselfishness
vulnerabilty
waiata
wairua
whakapapa
whanau
wisdom
wit
worship

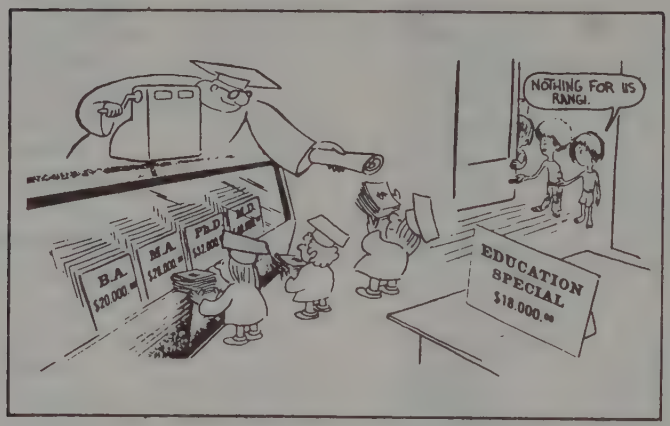
"The duty to survive gives us the right to know."

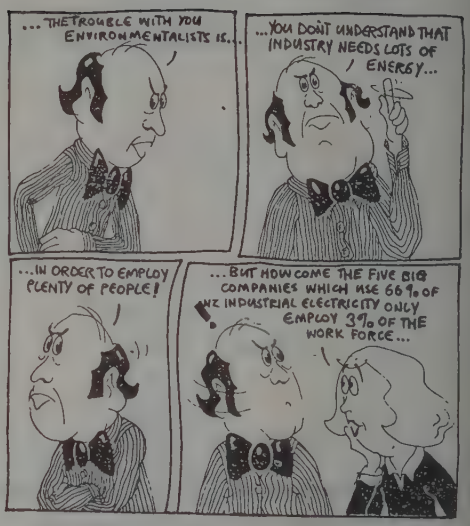
Jean Rostand, French philosopher

The following Resource sheets are for use with various activities and exercises in the text

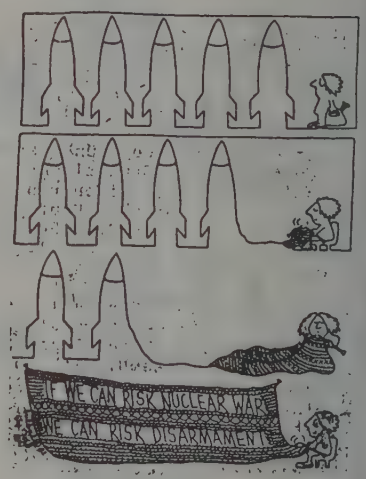
Section 1 ACTIVITY ELEVEN/Section 3 ACTIVITY FOURTEEN

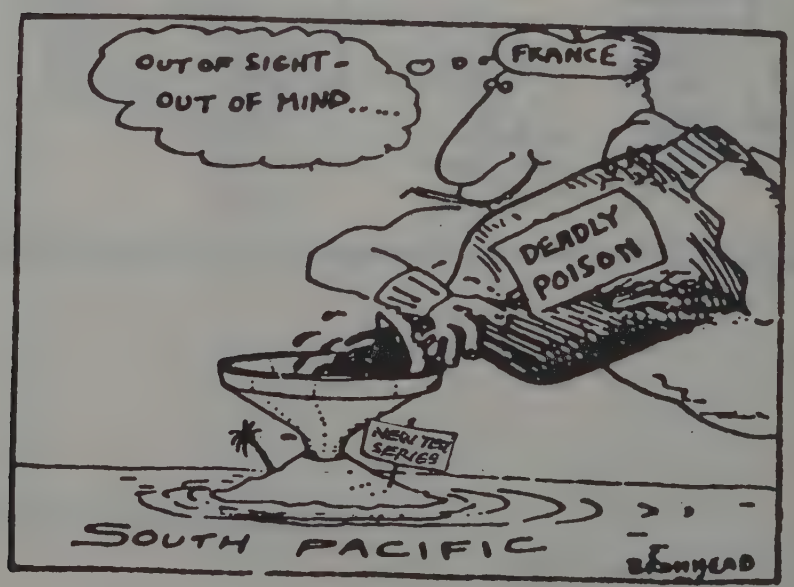

NEVER THE TWAIN
Have you tidied that room yet, Chloe?
No, I'm still writing to Andropov
And have you got your school things ready for tomorrow? Don't forget there's flute
How many P's in APOCALYPTIC?
Miss Robinson was furious with you for missing piano last week. There's your Grade 6 on Friday, remember
H-O-L
O-C-A
U-S-T
Don't forget to hand in that note to Mr. Longman, will you?
H-I-R
O-S-H
I-M-A
You do realise all that stuff you left in the hall is still there?
I suppose it's only fair to tell Andropov I've already written to Reagan?
Yes, I do wish you'd get to bed, dear. It's very late and you're impossible to get up in the mornings
If that bugger Reagan doesn't reply....
Raymond Briggs

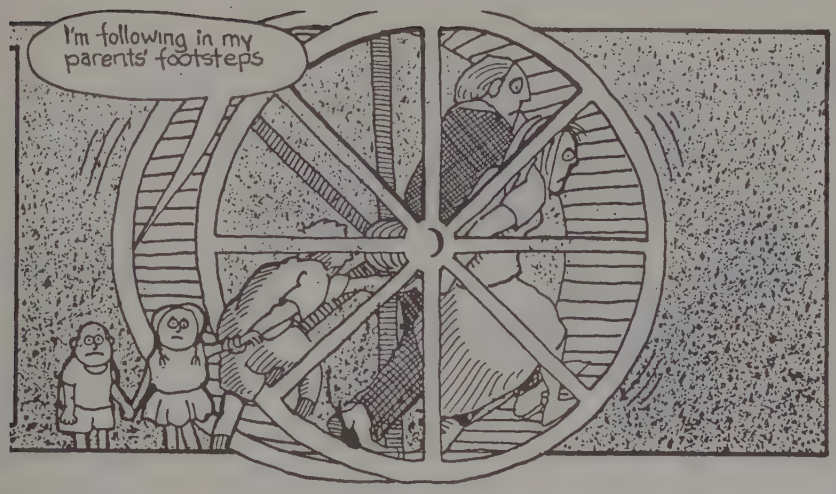



...THE TROUBLE WITH YOU ENVIRONMENTALISTS IS...
...YOU DON'T UNDERSTAND THAT INDUSTRY NEEDS LOTS OF ENERGY...
...IN ORDER TO EMPLOY PLENTY OF PEOPLE!
...BUT HOW COME THE FIVE BIG COMPANIES WHICH USE 66% OF NZ INDUSTRIAL ELECTRICITY ONLY EMPLOY 3% OF THE WORK FORCE...

MOTHER SAYS, "WHEN BOYS GROW UP TO BE RAMBO, GIRLS GROW UP TO BE BATTERED AND THE THIRD WORLD GETS INVADED!"

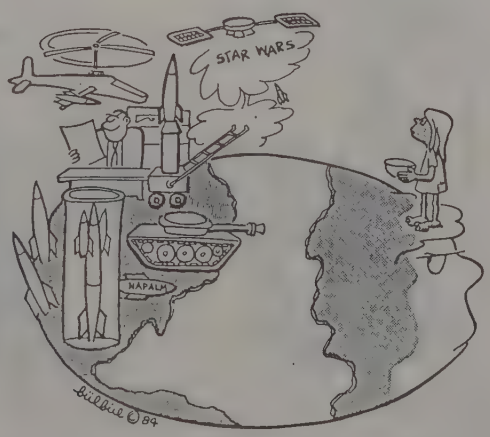




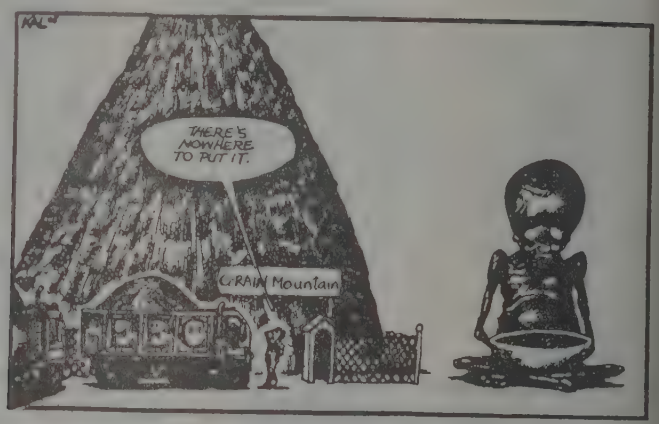

I'm following in my parents' footsteps

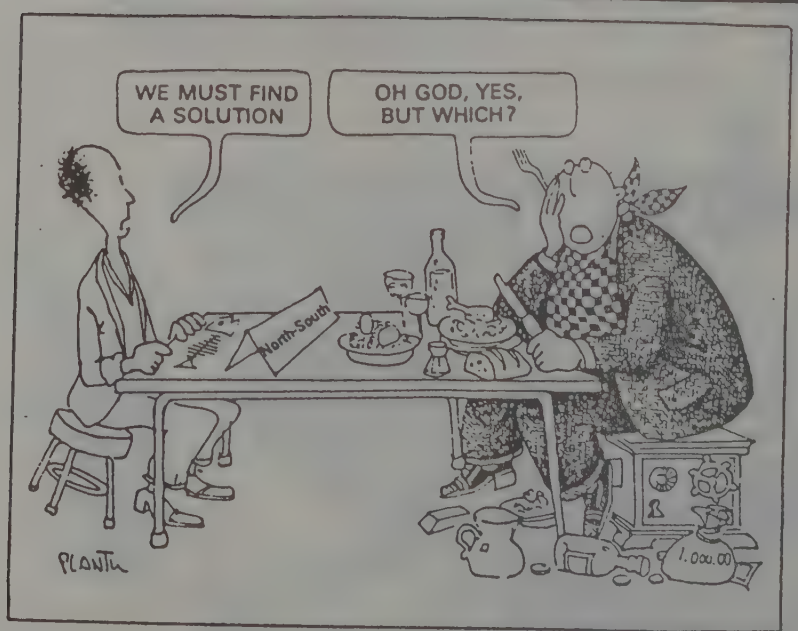
YES, BUT WOULD YOU CHANGE YOUR NAME TO MINE, FOLLOW ME TO A NEW TOWN, LEAVING FRIENDS AND FAMILY BEHIND
MARSHA, I'd LAY DOWN MY LIFE FOR YOU
1.
WOULD YOU CONSIDER OUR CHILDREN EQUALLY YOURS IN TERMS OF RESPONSIBILITY AND CARE, GIVE ME THE SAME TENDERNESS AND NURTURANCE THAT I GIVE YOU?
2.
MARSHA, WHAT THE HELL ARE YOU TALKING ABOUT?
WATCH MY LIPS
3.

GET A HAIRCUT!
WESTERN CIVILIZATION
OVERPOPULATION, OVERPOLLUTION AND OVERKILL
R. COBB


STAR WARS
NAPALM

"Finally, Mr Hicks, and purely as a matter of interest, what colour are you?"





I sit on a man's back choking him and making him carry me and yet assure myself and others that I am sorry for him and wish to lighten his load by all possible means – except by getting off his back

Tolstoy

A Friend Is Someone Who:

- ☐ Lives next door
- ☐ You choose
- ☐ You visit on holiday
- ☐ You can fight with
- ☐ You feel sorry for
- ☐ You write letters to
- ☐ Does what you ask them to
- ☐ Shares their lunch with you
- ☐ Helps you when you're in trouble
- ☐ You change when you get sick of them
- ☐ Is fun to be with
- ☐ Gets mad if you show interest in someone else
- ☐ Will be your friend for ever
- ☐ You never argue with
- ☐ You've known for a long time
- ☐ Rings you up every day
- ☐ Is not as good-looking as you
- ☐ Is a happy person
- ☐ Has a nice family
- ☐ Doesn't bug you
- ☐ Helps you with your work
- ☐ Lends you whatever you need
- ☐ You like being with

Basher sent to prison

Two youths who attacked an old man in the street, punched him and kicked him leaving him helpless on the ground were sentenced to 12 months imprisonment. The Magistrate in passing sentence said: "The public have a right to be protected from young thugs like you. There has been too much violence in the streets of our city lately. The public look to the Courts to give them protection and to maintain law and order in the community. I recognise that you bot have good qualities and neither of you have appeared before the Court before, but this was an unprovoked attack on a defenceless old man and the Court has a duty to make it clear to you, and to others, that such behaviour will nc be tolerated".

One of the Youths
Defenceless old man? Rubbish. He was reeking of booze and he called me a 'long haired lout'. I had done nothing to upset him. I gave him a push and he fell over and cracked his head on the pavement. Everyone's got it in for young people. We never had a fair go.

Youth's Mother
He's not a bad lad really – just a bit high spirited. He's no trouble at home. His father was a violent man and gave him the most terrific hidings. He walked out and left us eight years ago and it has been a real struggle to make ends meet. My son had just got himself a good job and for the first time for years there was a bit of money in the house. Now they send him off to prison – I can't see what good that will do him.

Weekly Newspaper
Hardly a week goes by without another bashing. A frail old man was walking quietly along Queen Street when he was set upon by two wild youths he had never seen before. Minutes later he was lying bleeding in the gutter. He had fourteen stitches and was in hospital for a week. The streets of Auckland are no longer safe to walk on. People are afraid to go out after dark.

Concerned Citizen
Really it is time they stamped out this thuggery. There's no discipline any more. Why not bring back the birch and give these idiot goons a taste of their own medicine. Or bring back the stocks and lock them up where people can spit at them and throw rotten tomatoes. There are too many bleeding hearts that feel sorry for them and make excuses. They're just like animals and deserve to be treated like animals.

Criminologists
There is no evidence that harsh penalties act as a deterrent. What statistical evidence is available indicates that the rate of re-offending is much the same whatever form of punishment is imposed.

Justice Department
The prison population of New Zealand remains disturbingly high. There are nearly 3,000 people in prisons in New Zealand – the highest number we have ever had. The ratio of prison inmates to total population is 81:100,000. This ratio is higher than Britain and other Western countires. In the Netherlands the ratio is 22:100,000.

Research shows that a long prison sentence is no more effective in influencing future behaviour than a short one. New Zealand has one of the world's highest rates of Criminal Re-offending. There is doubt about the effectiveness of custodial treatment of offenders as opposed to treatment in the community.

Judge
Punishment is the way in which Society expresses its denunciation of wrong-doing and in order to maintain respect for the law it is essential that the punishment inflicted for grave crimes should adequately reflect the revulsion felt by the great majority of citizens for such offences.

Psychotherapist
Quite apart from humanitarian considerations there is little point in enacting savage penalties even for savage crimes. For those comparatively normal people who are deterred from crime by the threat of punishment it seems to be so, not because of the penalty itself is so unpleasant, but because being punished implies the disapproval of society and a loss of status for the individual.

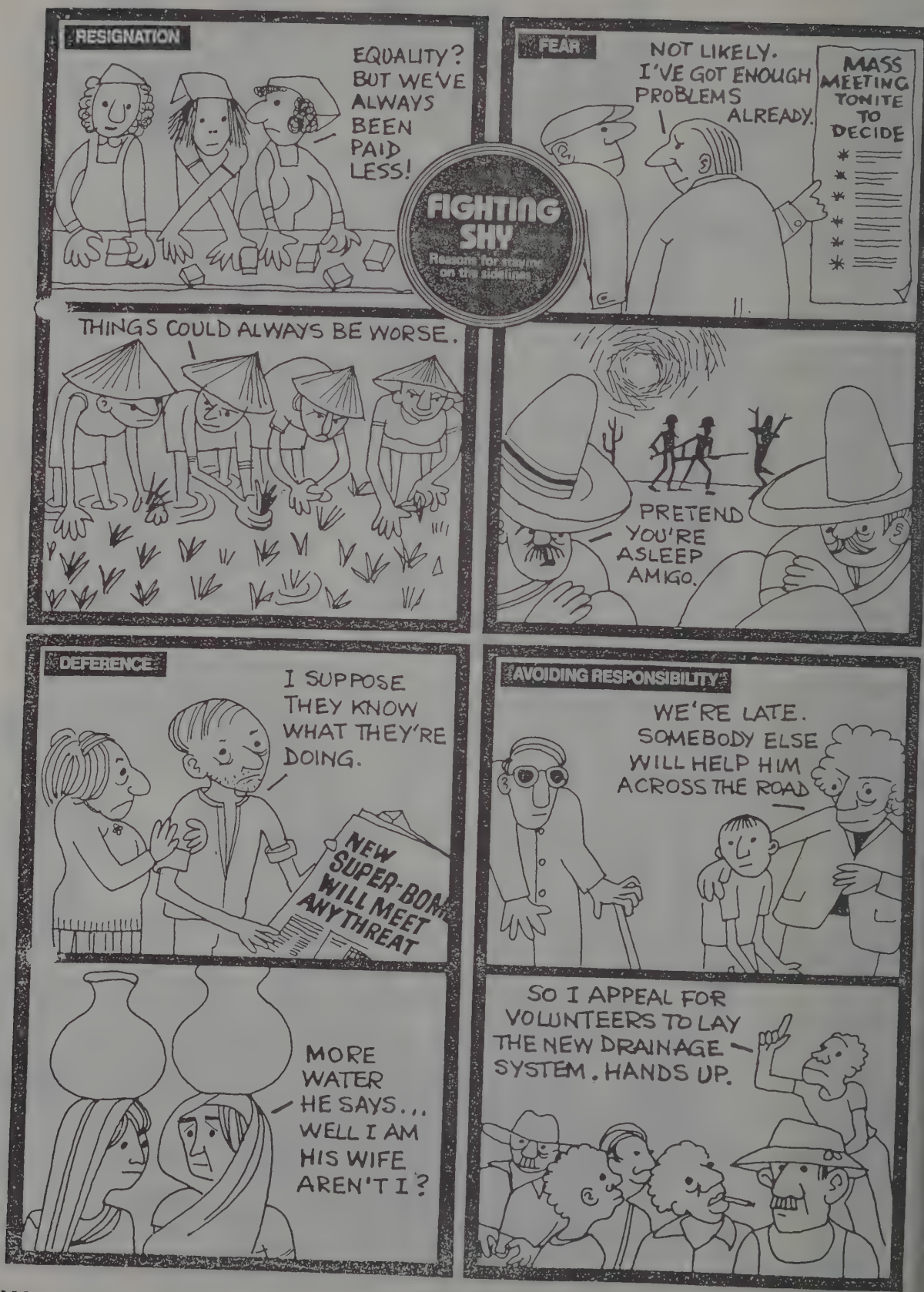
Ex-prisoner
In prison everything is decided for you – you have no free will, no choice, no determination. You come out with no friends, no money, no decent clothes – and you are somehow supposed to find a new job and make a new start.

Prison Reformer
The aim should be not to make life pleasant for the prisoners but to normalise it as much as possible to prepare prisoners for a return to society. Prisoners should be allowed to wear their own clothes and keep their personal possessions. Wherever possible they should be given their own rooms and allowed to visit their wives and families and be able to work outside the prison. In Holland there is a one to one ratio between prison staff and inmates.

Economist
The cost of keeping a prisoner is more than $80 per week. If you add to that the cost of supporting the prisoner's dependants the cost could be nearly doubled. It must be costing the taxpayer $20 per prisoner per day. And the prisoner is making no return to the community either by way of taxes or contribution to the work force. By keeping people in prison we are punishing ourselves. To keep one person in prison for one year costs us, the taxpayers, $30,000.

Sociologist
Two youths attacked an old man in the street, they were charged, convicted and sent to prison. That much is fact. Was their aggression justified? Should they have been sent to prison? Opinions differ. In this unit we are considering the response of society to violence. Citizens have a right to be protected from harassment and violence and they look to the police, the courts and the laws for this protection. Every society has developed mechanisms for deterring and controlling violent behaviour.

AOTEAROA WAS A FREE AND INDEPENDENT SOCIETY BEFORE THE COMING OF THE PAKEHA . . .
FROM 1769 PAKEHAS BEGAN TO ARRIVE AND SETTLE. THEY WANTED LAND.
1840 TREATY OF WAITANGI SIGNED BETWEEN GOVERNOR HOBSON AND SOME MAORI CHIEFS
ARTICLE 1: GOVERNORSHIP OF AOTEAROA TO QUEEN VICTORIA
ARTICLE 2: GUARANTEED FULL CONTROL TO MAORI PEOPLE OVER THEIR LANDS, FORESTS AND FISHERIES
ARTICLE 3: RIGHTS OF BRITISH CITIZENS TO MAORI PEOPLE
BUT ITS PROMISES WERE NOT KEPT. EUROPEAN GREED AND DECEIT ROBBED MAORI PEOPLE OF THEIR LAND.
SOLD
EARLY PROTESTS BY MAORI PEOPLE TOOK PLACE
MAORI PEOPLE FOUGHT BACK AGAINST THE TAKING OF THEIR LAND IN THE LAND WARS OF THE 1860s
DEFEATED TRIBES HAD HUGE TRACTS OF THEIR LAND CONFISCATED
BUT THE FIGHT-BACK CONTINUED
HONE HEKE
TE RAUPARAHA
KINGITANGA
TE KOOTI
TE WHITI
TOHU
TE KOTAHITANGA
RUA KENANA
RATANA
A JOB FOR YOU -FIND OUT ABOUT EACH OF THE ABOVE.
HOWEVER, THE WHITE CULTURE BECAME THE DOMINANT CULTURE
STRIPPED OF THEIR LAND, MAORI PEOPLE WERE FORCED INTO THE CITIES
1769: 66 MILLION ACRES
1984: 3 MILLION ACRES
... AND INTO POORLY-PAID JOBS
... POOR HOUSING
MAORI CHILDREN AT SCHOOL WERE STRAPPED FOR SPEAKING THEIR OWN LANGUAGE
INJUSTICES BECAME MORE OBVIOUS
HIGH UNEMPLOYMENT
FAILURE AT SCHOOL...
HIGHER DEATH RATE ...
HIGHER PROPORTION IN JAIL...
LOWER PAID JOBS...
THIS SITUATION CONTINUES TODAY
EARLY 1970s: MAORI PEOPLE CARRY ON THE PROTEST AGAINST INJUSTICE
WHY CELEBRATE BROKEN PROMISES
STOP
TREATY IS A FRAUD
STOP THE CELEBRATION
KA WHAWHAI TONU MATOU AKE AKE AKE!
LAND AND LANGUAGE DEMANDS ARE MADE AGAIN
BASTION POINT IS MAORI LAND
RAGLAN- RETURN THE GOLF COURSE
MOTUNUI
TE HIKOI KI WAITANGI
TO KOHANGA REO
TE KOTAHITANGA
MANA MOTUHAKE
MAORI LANGUAGE AN OFFICIAL LANGUAGE
SELF DETERMINATION FOR MAORI PEOPLE
END POLLUTION OF MANUKAU HARBOUR
MAORI LAND MARCH
THE FUTURE IS IN OUR HANDS
?
YOU CAN BE PART OF THE SOLUTION
*REMEMBER: THE TREATY GUARANTEED MAORI PEOPLE FULL CONTROL OF THEIR LANDS, FORESTS AND FISHERIES!


RESIGNATION
EQUALITY? BUT WE'VE ALWAYS BEEN PAID LESS!
FIGHTING SHY
Reasons for staying on the sidelines
FEAR
NOT LIKELY. I'VE GOT ENOUGH PROBLEMS ALREADY.
MASS MEETING TONITE TO DECIDE
THINGS COULD ALWAYS BE WORSE.
PRETEND YOU'RE ASLEEP AMIGO.
DEFERENCE
I SUPPOSE THEY KNOW WHAT THEY'RE DOING.
NEW SUPER-BOMB WILL MEET ANY THREAT
MORE WATER HE SAYS... WELL I AM HIS WIFE AREN'T I?
AVOIDING RESPONSIBILITY
WE'RE LATE. SOMEBODY ELSE WILL HELP HIM ACROSS THE ROAD
SO I APPEAL FOR VOLUNTEERS TO LAY THE NEW DRAINAGE SYSTEM. HANDS UP.

ATTITUDES TOWARDS PARTIES

The main problem associated with parties seems to be alcohol.

Some parents allow alcohol at their teenagers' parties and some forbid their children to attend parties where alcohol will be served.

Some boys and girls would rather not drink but feel they are being pressured into it.

Some people love parties.
Some people hate parties.

What would you do:

If you are going to a beer party and your parents are likely to disapprove?

If you have never yet tasted alcohol but are curious to discover what drinking is like?

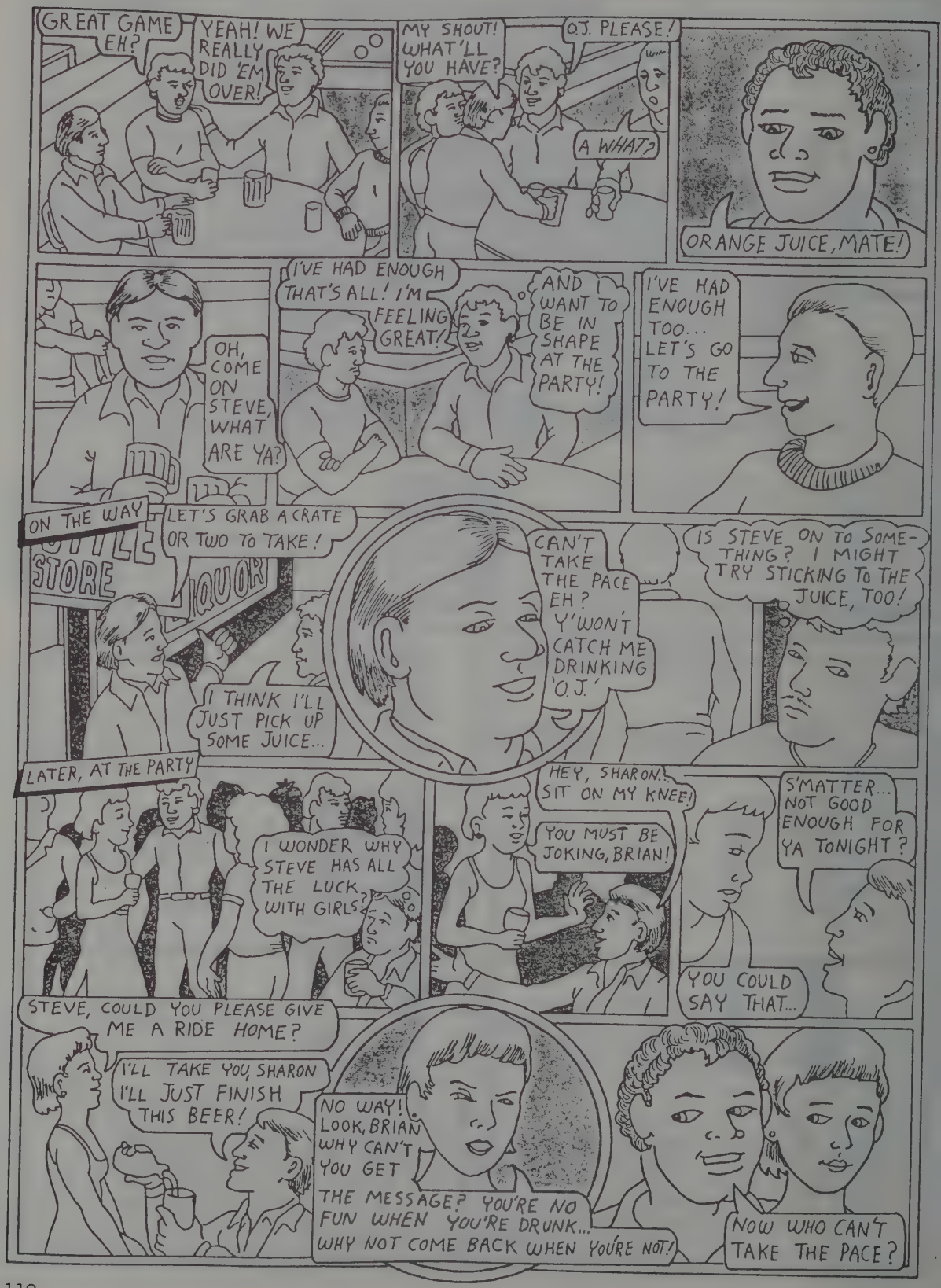
If a friend drinks too much at the party and offers to drive you home?

If you don't like alcohol but are being pressured to drink by your friends?

If friends smuggle in grog to a non-alcoholic party?

If your parents want to put on a party for you but refuse to serve alcohol (and your friends drink)?

If you play sport for an outside club which puts on a drinking social?


GREAT GAME EH?
YEAH! WE REALLY DID 'EM OVER!
MY SHOUT! WHAT'LL YOU HAVE?
O.J. PLEASE!
A WHAT?
ORANGE JUICE, MATE!
OH, COME ON STEVE, WHAT ARE YA?
I'VE HAD ENOUGH THAT'S ALL! I'M FEELING GREAT!
AND I WANT TO BE IN SHAPE AT THE PARTY!
I'VE HAD ENOUGH TOO... LET'S GO TO THE PARTY!
ON THE WAY
LET'S GRAB A CRATE OR TWO TO TAKE!
STORE
LIQUOR
I THINK I'LL JUST PICK UP SOME JUICE...
CAN'T TAKE THE PACE EH? Y'WON'T CATCH ME DRINKING 'O.J.'
IS STEVE ON TO SOMETHING? I MIGHT TRY STICKING TO THE JUICE, TOO!
LATER, AT THE PARTY
I WONDER WHY STEVE HAS ALL THE LUCK WITH GIRLS?
HEY, SHARON! SIT ON MY KNEE!
YOU MUST BE JOKING, BRIAN!
S'MATTER... NOT GOOD ENOUGH FOR YA TONIGHT?
YOU COULD SAY THAT...
STEVE, COULD YOU PLEASE GIVE ME A RIDE HOME?
I'LL TAKE YOU, SHARON I'LL JUST FINISH THIS BEER!
NO WAY! LOOK, BRIAN WHY CAN'T YOU GET THE MESSAGE? YOU'RE NO FUN WHEN YOU'RE DRUNK... WHY NOT COME BACK WHEN YOU'RE NOT!
NOW WHO CAN'T TAKE THE PACE?

Reports from Outer Space

Report One *(from Venus)*
Terra One is an isolated self-contained sphere of life hurtling through space. Aboard are 4.4 billion human beings distributed among 161 nations that occupy various sections of the space-ship. 25% of the passengers occupy the First Class and Tourist sections of the ship. They consume about 80% of the yearly supplies. 75% of the passengers, however, live in the "hold" of the ship. Over one-third of those in the hold are suffering from hunger, malnutrition, and three-quarters of them have inadequate fresh water and shelter. More of them died aboard *Terra One* this year than at any other time in the spacecraft's history.

The humans aboard *Terra One* are reproducing themselves. Within the next 50 years the passenger total will exceed 8 billion. Some aboard *Terra One* are getting worried. What is the OPTIMUM number the craft can carry that will allow ALL the passengers to live with freedom, dignity and a fair share of the food, the resources, and the wealth available?

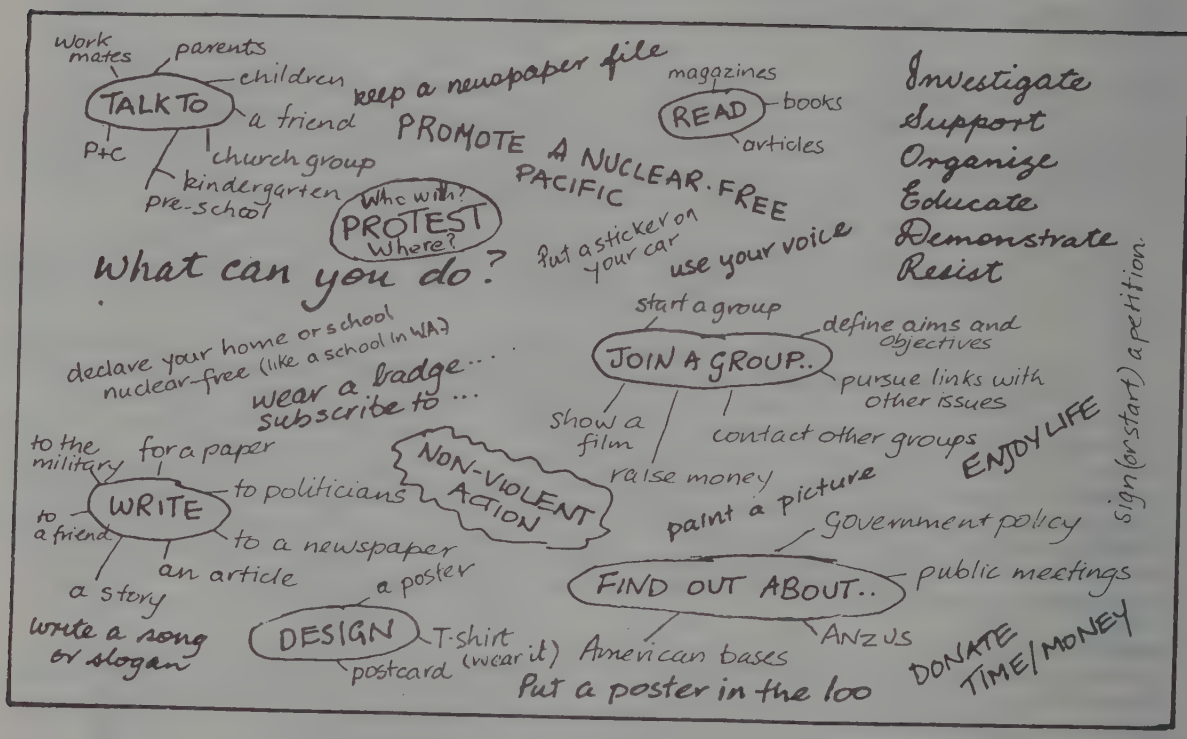
One group named the Americans, make up nearly 5% of the total number aboard, yet they consume nearly 60% of all available resources. Every minute, 28 of the occupants of the hold die from causes that are starvation-related. Every American born aboard *Terra One* makes the troubles worse, because in that person's life-span they will consume 21,000 gallons of petrol, 50 tons of metal, 50 tons of food, 19 tons of paper and 5 tons of plastics. There will also be consumed by that person 20,000 cans, 26 million gallons of water, and 7 automobiles.

Those in charge of *Terra One* appear to be out of control. With each year that passes, the situation grows worse. As we watch *Terra One* from Venus all we can say is that the future of the space-ship that the human beings are travelling on does not appear to be very hopeful. A small number of the human creatures seem to be aware of the problems and are struggling to bring about the changes that would make it possible for all the humans to co-exist more equally, and in ways that will keep *Terra One* habitable for a few centuries longer.

Report Two *(from Mars)*
Planet Earth is inhabited by humans, still in the age of primitive atomic weapons. Their civilisation is based on a hierarchy system, dominated by elderly males. One group of about a billion humans lives mainly in the northern parts and "owns" the planet. They have a surplus of human needs, but their future evolution is threatened because they have not yet diagnosed their widespread mental illness of chronic consumerism and greed.

The other group of about two billion humans lives mainly in the more ultra-violet zones and is therefore recognisable by a greater melanin content in the skin. For some reason this makes the difference. This group seems to have had all its basic rights taken away and they live only about half as long as the more northern, pale skinned humans. About 75% of their deaths are brought on by straightforward malnutrition, and this threatens their further physical and mental evolution. This division of humans, one group threatened by too much and the other threatened by too little, seems to have injustice as its cause and violence as its consequence, and shows that the planet is much less advanced than it appears.

There is also a growing minority in both groups which thinks that the hierarchy system should be abandoned and that all humans should take a new direction together. This suggests that the beings on this planet are capable of advancing towards civilisation ... "


What can you do?
TALK TO
work mates
parents
children
a friend
P+C
church group
kindergarten
pre-school
PROTEST
Who with?
Where?
keep a newspaper file
PROMOTE A NUCLEAR-FREE PACIFIC
READ
magazines
books
articles
Put a sticker on your car
use your voice
Investigate
Support
Organize
Educate
Demonstrate
Resist
declare your home or school nuclear-free (like a school in WA)
wear a badge...
subscribe to ...
JOIN A GROUP..
start a group
define aims and objectives
pursue links with other issues
contact other groups
raise money
show a film
NON-VIOLENT ACTION
WRITE
to the military
for a paper
to politicians
to a friend
to a newspaper
an article
a story
write a song or slogan
DESIGN
a poster
T-shirt
(wear it)
postcard
paint a picture
FIND OUT ABOUT..
government policy
public meetings
ANZUS
American bases
Put a poster in the loo
ENJOY LIFE
DONATE TIME/MONEY
sign (or start) a petition.

TIMEKEEPER lets everyone know when time allotted is up - helps meeting end at decided hour.

meeting started on time, even if everyone not there

Attunement to start... to bring us into the here and now and connect with a higher sense of purpose

meeting begins by each member (without interruption ...as in whaikorero) saying how (s)he feels and raising issues for discussion. This is written up on a wall-chart and becomes the agenda. It is prioritised and times allotte

FACILITATOR sets up meeting environment, keeps meeting on track, but does not run it like a traditional chairman. Judges the mood of the meeting and suggests breaks if needed.

minutes and resolutions from last meeting are posted and read by members before meeting starts

major decisions and paths of action are written up by each item on agenda.

members come prepared for the expected agenda, having researched and thought out (perhaps written down) their ideas beforehand. In this way the time of the meeting is not so much taken up with thinking - alou but instead the final grou sharing/shaping of ideas

MINUTES recorder writes record of meeting - precise, but in such a way that it can be followed by someone not at the meeting. (becomes FACILITATOR at the next meeting)

members do not interrupt each other

wall chart of financial report, which is up-dated each meeting.

DECISIONS are made by consensus i.e. not by voting, but by talking till everyone has been heard and everyone agrees or accepts.

conflicts are faced up to and settled.

comfortable surroundings seated in a circle.

meeting finishes with a 3-minute evaluation of what people thought of the meeting. Points are recorded but not discussed.

meeting ends with a closing circle.

CONSENSUS DECISION MAKING

Consensus is an alternative decision making process to the more traditional method where voting is used.
We use this method because we believe that it leads to a higher level of involvement in decision making, and promotes unity within the group.

CONDITIONS FOR THE USE OF CONSENSUS

1. The group needs to understand the process and agree to it.
2. There needs to be a facilitator with both flexibility and firmness.
3. The group must have a fairly high degree of homogeneity or bonding philosophy.
4. People in the group should have some commitment to the ongoingness of the group rather than to their own personal agendas.
5. There needs to be a general assumption that everyone has something important to contribute.

WHY USE CONSENSUS?

1. It decides without voting, and therefore without a "losing" and a "winning" side. Everyone can give willing assent to an idea and participate more fully in implementing the decision.
2. It is a way of gathering viewpoints and synthesizing, rather than choosing one idea over another.
3. It aims at persuasion and not coercion.
4. It provides an opportunity for everyone to contribute information and participate.
5. People get a chance to talk things over and as a result develop a better proposal than if a quick vote had been taken.
6. It discourages backroom politics and encourages openess.

THE CONSENSUS PROCESS

1. An issue is brought to the group, usually in the form of a proposal.
2. The issue is discussed and questioned, and concerns raised.
3. Differing points of view as well as points of agreement are drawn out and encouraged.
4. The original proposal is modified and adapted.
5. If necessary, the group creates a new proposal based on ideas raised in the discussion.
6. The group reaches a decision that is acceptable to all in spite of reservations or differences.

WHEN A DECISION IS MADE...

Double check! Restate the decision to ensure that there is no misunderstanding and confusion. Once the decision is finalised, be sure to get agreement on how to implement it, and make sure that all the details are clear to everyone involved.

Consensus is not unanimity. It is not necessary for every person in the group to feel that this is the solution that they most want, or even think is best; members may feel, however, that this is the best solution that can be reached at this time and under these circumstances.

WHAT TO DO IF...

1. *One or two people disagree with the rest of the group.*

Make sure that their ideas have been listened to carefully. If it seems that the rest of the group has considered their ideas but there is still disagreement, ask if the one or two feel strongly enough to block consensus. Sometimes people are willing to stand aside if special consideration can be made, eg:

a) They are not expected to work on that task.
b) Their dissenting ideas are recorded.
c) If it is clear that the decision does not set a precedent and will not be used as a basis for future decisions.
d) A trial period is set for testing the decision and its implementation.

2. *The group is divided on the issue.*

a) If possible, defer the decision to a later meeting to give people time to think more about the issue, and come up with other possible options.
b) Take a short break, to give time for thought, one to one discussions, and to allow frayed tempers to calm.
c) Break into small groups to develop more acceptable proposals.

3. *There seems to be pressure exerted on one or two persons to give in.*

It is the responsibility of the facilitator to ensure that the individuals right to disagree is protected. The facilitator has several options for doing this depending in the situation.

a) Restating what the feeling of the meeting seems to be. Then asking the people to restate their specific objection. This is often helpful if there has been misunderstandings on either part.
b) If the objections seem to be inappropriate or off the track, the facilitator can state as objectively as possible that the group has listened as well as it can, but the persons concerns are not appropriate at this time.
c) If the objections seem to be reasonable, the facilitator can suggest that agreement has not been reached, and can use one of the methods above to resolve the situation.

A FINAL WORD...

Consensus is not easier then voting. In many ways it requires much more thought and energy. However it is not necessarily a timeconsuming process. Consensus decisions can be made quite efficiently once the group is used to working with the process.

****

FACILITATION

Meetings are occasions when people come together to get things done, whether it is sharing information or making decisions. Some of the ingredients of a good meeting are:

- Commonly understood goals.
- An awareness that people come with their personal preoccupations and feelings as well as an interest in the subject at hand.
- A sense of involvement and empowerment; people feeling that the decisions are their decisions; that they are able to do what needs doing.

Most people can learn how to facilitate a good meeting, but it does take some time and attention. The more people within a group who are aware of good group process skills, the easier the task of the facilitator and the more satisfactory the meeting.

The activities necessary for effective group operation can be divided into two areas; those which help the group achieve it's goals, and those concerned with the functioning of the group. For a group to work effectively, especially over a long period of time, it is important that attention is given to both of these areas. For example, as well as ensuring that the group has all the relevant facts when making a decision, it is equally important that people are aware of tensions within the group and take steps to relieve them.

WHAT IS A FACILITATOR?

A facilitator is similar to chairperson. She or he accepts responsibility to help the group accomplish a common task; to move through the agenda in the time available and to make necessary decisions and plans for implementation.

A facilitator makes no decisions for the group, but suggests ways that will help the group move forward. She or he works in such a way that the people present at the meeting are aware that they are in charge, that it is their business that is being conducted, and that each person has a role to play.

It is important to emphasise that the responsibility of the facilitator is to the group and it's work rather than to the individuals within the group. Furthermore, a person with a high stake in the issues discussed will have a more difficult task functioning as a good facilitator.

FACILITATING A MEETING INVOLVES...

1. Encouraging the expression of various viewpoints - the more important the decision, the more important it is to have all relevant information.
2. Not letting discussion continue between two people - ask for comments by others.
3. Watching for minor points of agreement and stating them - it helps morale.
4. Encouraging people to think of fresh solutions as well as to look for possible compromises.
5. Testing for consensus. State in question form everything that you feel participants agree on. Be specific.

THINGS TO WATCH OUT FOR.

1. Expect differences of opinion - when handled well, they can contribute greatly to creative solutions.
2. Be suspicious of agreements reached too easily - test to be sure that people really do agree on essential points.
3. If you find yourself drawn in to the discussion, it would be preferable to step aside as facilitator until the next agenda item. This can be arranged beforehand of you anticipate a conflict of interest.
4. Ensure that people don't interrupt each other.

YOU SHOULD BE AWARE OF...

1. Body language; are people yawning, dozing, sagging, fidgeting, leaving?
2. Facial expressions; are people alert or "not there", looking upset, staring off into space?
3. Side conversations; are they distracting you or the group.
4. Seating arrangements; can you see everyone; can people see each other.

TWO EXTRA SUGGESTIONS...

1. In tense situations or when solutions are hard to reach, remember that humour, a short break, or breaking in to small groups will help to relieve tension.
2. Almost any meeting will benefit from breaks in the proceedings.

CONCLUSION...

Remember, you are facilitating the meeting process and as such must remain impartial. If you have strong views or wish to contribute to the discussion, stand aside from your role as facilitator for that item.

****

Nuremberg Principles

As formulated by the International Law Commission, June-July 1950.

Principle I

Any person who commits an act which constitutes a crime under international law is responsible therefore and liable to punishment.

Principle II

The fact that internal law does not impose a penalty for an act which constitutes a crime under international law does not relieve the person who committed the act from responsibility under international law.

Principle III

The fact that a person who committed an act which constitutes a crime under international law acted as Head of State or responsible government official does not relieve him from responsibility under international law.

Principle IV

The fact that a person acted pursuant to order of his Government or of a superior does not relieve him from responsibility under international law, provided a moral choice was in fact possible to him.

Principle V

Any person charged with a crime under international law has the right to a fair trial on the facts and law.

Principle VI

The crimes hereinafter set out are punishable as crimes under international law:

a. Crimes against peace:
   (i) Planning, preparation, initiation or waging of war of aggression or a war in violation of international treaties, agreements or assurances;
   (ii) Participation in a common plan or conspiracy for the accomplishment of any of the acts mentioned under (i).

b. War crimes:
   Violations of the laws or customs of war which include, but are not limited to, murder, ill-treatment or deportation to slave-labour or for any other purpose of civilian population of or in occupied territory, murder or ill-treatment of prisoners of war or persons on the seas, killing of hostages, plunder of public or private property, wanton destruction of cities, towns, or villages, or devastation not justified by military necessity.

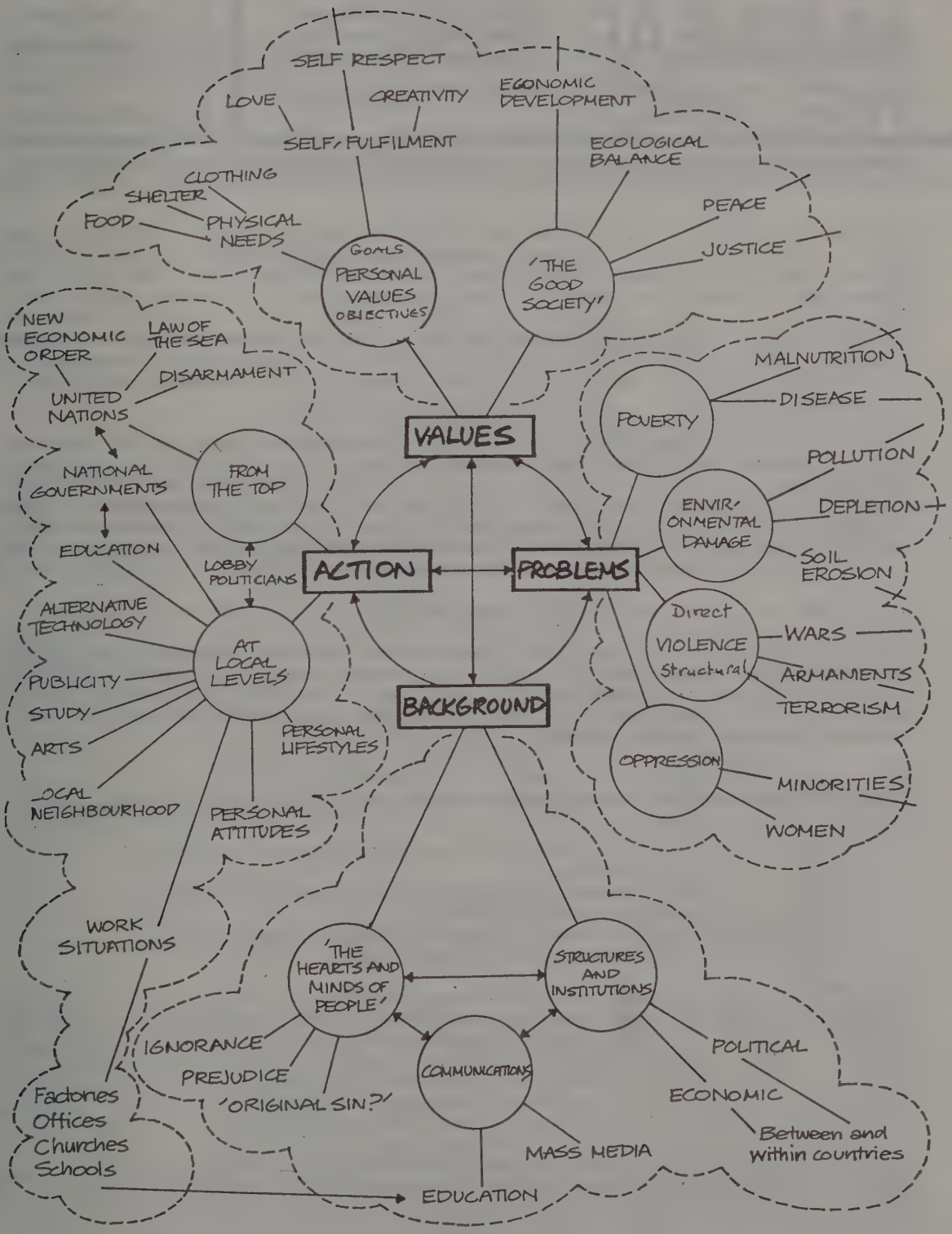
c. Crimes against humanity:
   Murder, extermination, enslavement, deportation and other inhuman acts done against any civilian population, or persecutions on political, racial or religious grounds, when such acts are done or such persecutions are carried on in execution of or in connection with any crime against peace or any war crime.

Principle VII

Complicity in the commission of a crime against peace, a war crime, or a crime against humanity as set forth in Principle VI is a crime under international law.

"I honestly believe we are reaching the stage where honouring the Nuremberg Obligation becomes a spiritual weapon with which to fight against the violence-drenched orientations of the modern state, whether East or West. And I believe that these defendants who are facing trial these days are teaching us how to be citizens in the nuclear age."

Richard Falk, Professor of International Law Princeton University USA


SELF RESPECT
LOVE
CREATIVITY
ECONOMIC DEVELOPMENT
SELF-FULFILMENT
ECOLOGICAL BALANCE
CLOTHING
SHELTER
FOOD
PHYSICAL NEEDS
PEACE
JUSTICE
GOALS
PERSONAL VALUES OBJECTIVES
'THE GOOD SOCIETY'
NEW ECONOMIC ORDER
LAW OF THE SEA
DISARMAMENT
UNITED NATIONS
MALNUTRITION
DISEASE
POVERTY
VALUES
NATIONAL GOVERNMENTS
FROM THE TOP
POLLUTION
ENVIR-ONMENTAL DAMAGE
DEPLETION
EDUCATION
LOBBY POLITICIANS
ACTION
PROBLEMS
SOIL EROSION
ALTERNATIVE TECHNOLOGY
Direct
VIOLENCE
Structural
WARS
ARMAMENTS
TERRORISM
AT LOCAL LEVELS
PUBLICITY
STUDY
ARTS
BACKGROUND
PERSONAL LIFESTYLES
OPPRESSION
MINORITIES
WOMEN
LOCAL NEIGHBOURHOOD
PERSONAL ATTITUDES
WORK SITUATIONS
'THE HEARTS AND MINDS OF PEOPLE'
STRUCTURES AND INSTITUTIONS
IGNORANCE
PREJUDICE
'ORIGINAL SIN?'
COMMUNICATIONS
POLITICAL
ECONOMIC
Between and within countries
Factories
Offices
Churches
Schools
MASS MEDIA
EDUCATION

NUCLEAR ISSUES FACT SHEET NUMBER THIRTEEN AUGUST 1985

P.O. BOX 6289,
WELLESLEY ST.,
AUCKLAND 1,
NEW ZEALAND.

PRODUCED BY NEW ZEALAND DOCTORS, ENGINEERS AND SCIENTISTS

WEAPONS FOR STAR WARS

The major goal of the Star Wars programme is to develop weapons which fire directed energy beams. Such weapons would direct a beam of high energy radiation or particles at a target in order to destroy it. The main classes of directed energy weapons are :

i) Laser weapons (high and low frequency)
ii) Particle beam weapons (using charged or neutral atomic particles)
iii) High speed guns (the electromagnetic railgun)

Each type of weapon is considered potentially useful in the "layered defence" against ballistic missiles under investigation by the US Strategic Defence Initiative Organization (see Fact Sheet 11). It is envisaged that they could be deployed in space as antiballistic missile (ABM) and antisatellite (ASAT) weapons.

Laser Weapons

A laser generates a high energy beam of light which does not diverge greatly even over long distances. When focused, its intensity may be sufficient to melt metal. Laser weapon research is concerned with the development of both low frequency lasers which generate infra-red light and high frequency lasers which operate at shorter ultra-violet and X-ray wavelengths.

There has been considerable progress in developing infra-red lasers but several important problems remain to be overcome before they could be used as weapons:-

a) target missiles could be coated with protective materials rendering infra-red lasers ineffective.
b) construction of high precision large diameter mirrors of sufficient quality for targeting is very difficult.
c) precise targeting over a range of several hundred kilometres must be achieved within an extremely short time interval.

High frequency lasers require extremely large power sources. They are considerably more destructive than infra-red lasers and could not be readily countered by shielding. Under development in this category are the excimer laser, the free-electron laser and the X-ray laser. Most controversial is the X-ray laser (codenamed "Excalibur") which requires detonation of a low-yield nuclear weapon and which is currently being tested at Nevada, USA. The whole system self-destructs on firing and in the first one millionth of a second X-rays of very high intensity are produced. These are amplified in short optical rods which have been previously aligned to point at rapidly moving enemy targets such as missiles and satellites. Deployment of this particular weapon would contravene existing international agreements which specifically prohibit the deployment of nuclear weapons in space.

Particle Beam Weapons

Charged particle beam weapons : Sub-atomic particles such as protons and electrons can be accelerated to produce high energy beams which damage electronic and structural components of modern hardware. It has recently been demonstrated that such beams could be guided along laser created channels in the atmosphere to altitudes of up to 600km. In principle these beams could be generated at ground bases and directed against low orbit satellites or incoming ballistic missiles which had successfully passed through other defence layers. Particle beam weapons are under development in both the USSR and US.

Neutral particle beam weapons : Neutral beams could only be employed beyond the Earth's atmosphere and would be fired through space at missile or satellite targets. Research efforts have concentrated on the production of beams of high speed hydrogen atoms. (Note : negatively charged hydrogen atoms are first accelerated to high energies and then stripped of their charge.) These beams could be used to cause radiation damage to the solid state electronic components within target missiles or satellites.

The Electromagnetic Railgun

The barrel of this gun consists of two parallel rails used to accelerate small projectiles at speeds many times greater than bullets or shells fired from conventional guns. When the railgun is fired, a powerful pulse of electricity generated by an on-board nuclear reactor surges from one rail to the other through a thin metal plate on the back of the projectile. The plate vaporises creating a cloud of electrically charged particles called a plasma. The plasma is accelerated by a magnetic field and moves down the barrel at high speed pushing the projectile ahead of it.

The US Defence Nuclear Agency (DNA) is currently letting contracts under the codename "Project Trailblazer" to develop the electromagnetic railgun. Active programmes in railgun research and development are in place at over 20 laboratories. A group at the University of Texas has recently conducted experiments in which 320g projectiles were accelerated to speeds in excess of 4km per second (14400 km/hr). The kinetic energy of these railgun "bullets" approximates that of a 1 tonne truck travelling at over 200km/hr. Western scientists and engineers involved in railgun research projectile velocities well over 40km per second at firing rates of 60 shots per second.

Many US technologists believe that an electromagnetic railgun can be ground tested in 3-4 years and then sent on the Shuttle for feasibility tests in space (see Figure).

Sources

1. Aviation Week and Space Technology (recent issues) 2. Technology Review (April 1984) 3. New Scientist (January 1985) 4. Peace Studies (October 1984)

This fact sheet was prepared in collaboration with
Dr Patricia Lewis, Lecturer, Physics Department, University of Auckland

PLEASE FEEL FREE TO PHOTOCOPY THIS SHEET AND PASS IT ON TO OTHERS

HOW IT WORKS

KEY WORDS
Complainant — person who makes complaint
Respondent — person/organisation complained against
Mediation — talks to reach agreement

The Complainant
telephones / writes to / goes into
the Human Rights Commission

Mediation Officer takes the details of the complaint

If it is a race relations complaint, it is referred to: The Office of the **Race Relations Conciliator**

Interview with complainant — Gathering of other relevant information — Interview with respondent

All information obtained in private

The complainant may withdraw the complaint
Withdrawal accepted by the Commission
Stop

A report is written for the Commission's opinion

Commission finds the complaint has substance in terms of a section of the Act

Commission finds the complaint has no substance in terms of a section of the Act
No further action by the Commission
Stop

Mediation between the parties

Settlement
Stop

No settlement

Proceedings Commissioner

Decides to take case to

Decides not to take case to — Complainant may take the case to

Equal Opportunities Tribunal *(With appeal rights to High Court)*

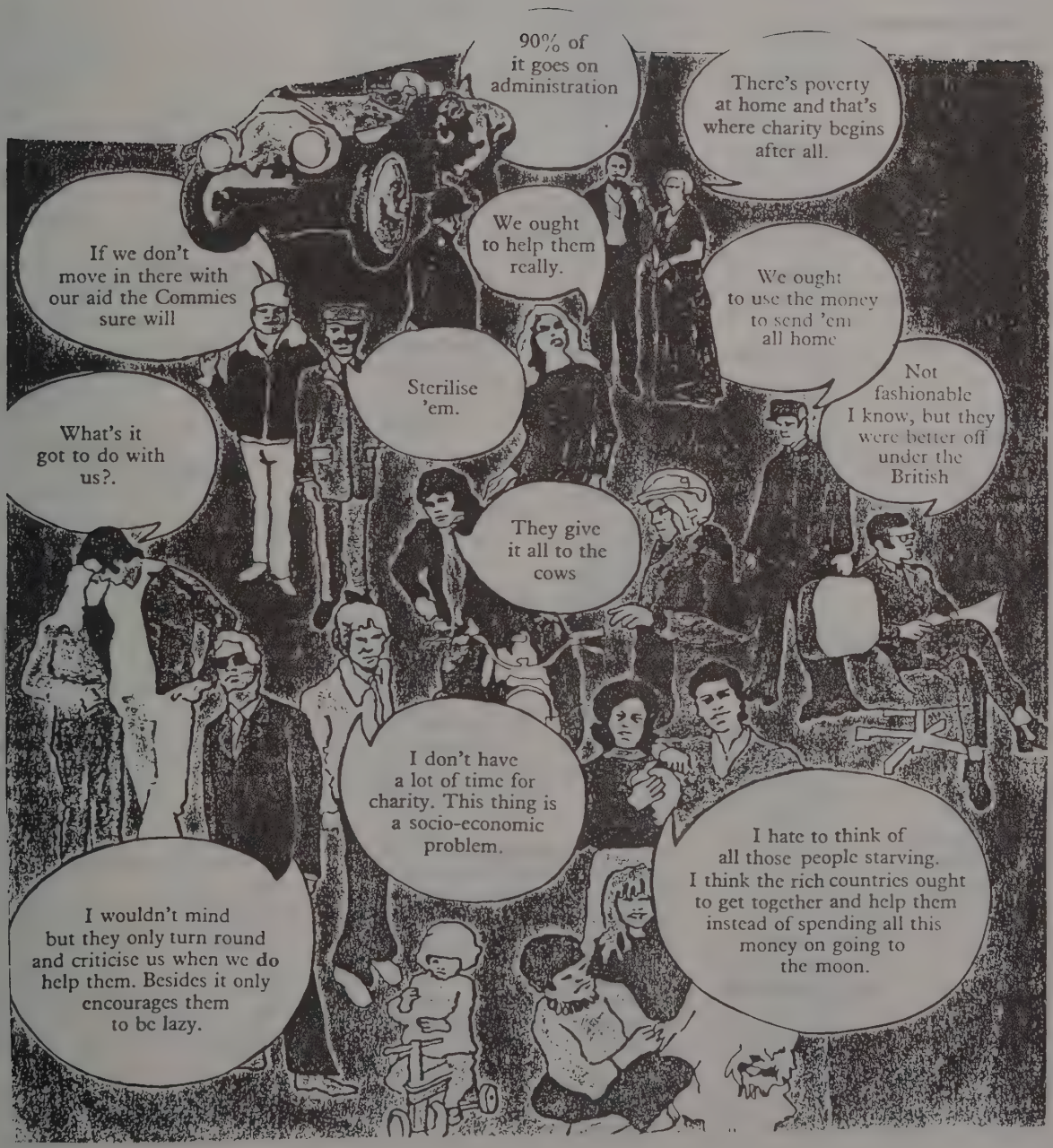
COMPLAINTS

If you want to complain about discrimination – or want more information – contact your nearest **Human Rights Commission** or the office of the **Race Relations Conciliator.**

It is unlawful to treat anybody unfavourably because they, their relatives or friends, have made a complaint. This protection also applies to anyone giving evidence on a complaint.

Human Rights Commission
Auckland
2nd floor, Southern Cross Building,
cnr Victoria & High Streets,
Auckland.
PO Box 6751. Ph: (09) 30-874
Wellington
1st floor, United Building,
107 Customhouse Quay,
Wellington.
PO Box 5045. Ph: (04) 739-981

Christchurch
181 Cashel Street,
Christchurch.
PO Box 1578. Ph: (03) 60-998
Office of the Race Relations Conciliator
Auckland
1st floor, Norman Doo Arcade,
295 Karangahape Road,
Auckland.
PO Box 68-504. Ph: (09) 771-295
or 774-060


90% of it goes on administration
There's poverty at home and that's where charity begins after all.
We ought to help them really.
If we don't move in there with our aid the Commies sure will
We ought to use the money to send 'em all home
Sterilise 'em.
Not fashionable I know, but they were better off under the British
What's it got to do with us?.
They give it all to the cows
I don't have a lot of time for charity. This thing is a socio-economic problem.
I hate to think of all those people starving. I think the rich countries ought to get together and help them instead of spending all this money on going to the moon.
I wouldn't mind but they only turn round and criticise us when we do help them. Besides it only encourages them to be lazy.

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Names of Activities are listed with their purpose added in brackets e.g. Cooperation Squares (Group Problem-Solving)

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